

# THE SCHOOL JOURNAL.

NEW YORK AND CHICAGO.

VOL. XXXIII.—NO. 16.  
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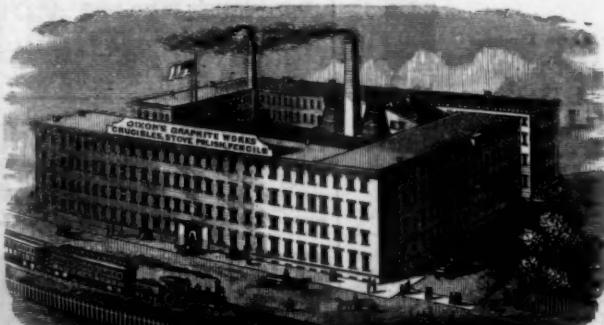
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'Twixt fool and wise  
 This difference lies:  
 The fool his folly shows,  
 Yet knows it not;  
 The wise his folly knows,  
 Yet shows it not.

—Tid-Bits.

"The principal thing about a man is his religion."—CARLYLE.

"The advantages of study are to become wiser and better."—MONTAIGNE.

"The foundation of culture is the moral sentiment."—EMERSON.

"To prepare us for complete living is the function which education has to discharge."—HERBERT SPENCER.

"Education has for its object, besides calling forth the greatest possible quantity of intellectual power, to inspire the intensest love of truth."—JOHN STUART MILL.

SAWDUST is ground so fine, that as far as the appearance is concerned, it cannot be told from fine flour. There is a variety of clay that is perfectly white, and looks good enough to eat; in fact, it is mixed with food, and serves the purpose of filling up. If the only object of eating is to take materials into the stomach without regard to their nutritious qualities, it would not matter much what we ate. Food that will form bone and tissue is that which keeps us alive. Assimilation is necessary to strength. "Let us suppose a boy of ten going through the work of a school-day. He does sums first—no meat for him there; he has a lesson about a part of speech, or declines a Latin noun—the second course offers no stay for his stomach. His History lesson? No, nothing for him there; he learns a list of battles in the Wars of the Roses. But his Geography lesson? He may find on a globe, and learn, a list of the towns intersected by such a meridian, upon such a parallel, and—go home at the end of a pretty laborious school-day on an empty stomach, having had no more mental sustenance than his body would get did his mother set him down to a dinner of sawdust. For, as a matter of fact, the mind has its appropriate and necessary food, just as truly as the body; and you may fill the mind without feeding it, never knowing what you are about."

GEO. P. BROWN is usually sound and solid, but once in a while he manufactures a man out of the products of his imagination. Here is one of his men:

"The demon of illustration has taken possession of some teachers, and, after the manner of demons, it is driving them "down a steep place into the sea." Would they teach a boy to come in when it rains, they must use a watering-pot and a rag-baby to show the effect of the shower. Would they teach that when large quantities of rain fall on the mountains it will find its way as brook, lake, river, etc., to the ocean, they must needs use the watering-pot for the rain cloud, a board for the mountain slope and counter slope, a tin trough for a brook, a bucket for a lake, a larger trough for the river, and a washtub for the ocean. We suppose a snare drum would be needed for the thunder, and perhaps a burning fire-brand in the hands of the most agile boy might illustrate the lightning. All things being in readiness the pot is tipped, and the cloud begins to rain, the thunder begins to roar, the lightning to flash (being careful to keep out of the shower, however), the brook to run, the lake to fill and overflow, the river to roll in torrents, and the ocean to rise. And this is the way the water comes down from the mountains."

Where do these "some teachers" live who are teaching thus after the "manner of demons?" He would have a tough job to find them in New York City. Minnesota has long ago frozen them out. New England is too orthodox. Iowa too sharp, and the New South is too hot for them. Perhaps Mr. Brown can call to his help some educational expert in Chicago who has geographical knowledge enough to hunt them up. By all means let us know where these fellows live.

THERE are a few, and we are thankful they are few, who are continually saying, "Preach to us! Exhort us! Tell us what we ought to do! We thirst for books, books, books! Give us books!" but the thousands of healthy teachers, whose cheeks are red, and in whose veins rush good venous and arterial blood are saying, "Give us sunlight, fresh flowers, green grass, beautiful leaves, and fresh, cold water!" These are the salvation of our calling. A good teacher is not whitewashed into looking well. Her life comes from her blood. She is a woman whose every tissue is filled with health. She believes that "complete living is the function of education." She is perfectly educated; she is a

perfect teacher. "Where does she live?" do you say. Purely in the imagination, for there is not a perfectly educated man or woman. Are you educated? No. Did you ever see an educated man? No. And you never will.

REV. DR ECOB, in a recent address on the teaching of religion in our higher schools, said that we have carved out the map of our lives until religion is entitled to only a little corner, and "the chief product of this little corner is pious canticles, and milky homilies, and prayer-meeting fervors. Business says, 'We want none of your religion here.' Politics says, 'We have no use for it at all.' Science says, 'We are not called upon to say it, but we have our private notion that there is no such thing as religion.' Our institution of higher learning says, 'Well, yes, you may come here and have morning prayers, if you think best, but we want it distinctly understood that my boys needn't go to your prayers unless they feel like it. Yes, and you can come here on Sunday, too, if you want to, with your Greek sermons, but you must stipulate to send only your big guns, and they are expected to fire mainly blank cartridges of emotion and rhetoric. It would be a serious matter, you must understand, if one of my boys should get a 'bias' toward eternal things, when his sole business in this world is with temporal things. We want his mind perfectly empty of religious notions, so that we can cram him as we please with mathematical, scientific, political, and philosophical notions."

A bias! It would be a misfortune, wouldn't it, if some of our boys and girls should get a "bias" towards whatever is pure, right, kind, gentle, uplifting, hearty, and lovely, in the precepts and examples of Christianity? The world is perfectly willing to expose children to all sorts of influences that bias them downward—the saloon, theatres, rough talking in stores and on streets, indecent stories, but a bias in the school toward the great Father of us all—never! O, the unutterable hypocrisy of such maudlin sentiment! It comes from the darkness below, not from the great, bright heaven above us. It is earthly, sensual, devilish! Away with it!

Biases! The life of every one of us is made up of hundreds of them. We must be biased if we live. The man who has no bias is an idiot. He can be nothing else. "The sea is held down by gravitation—that is one bias. It is drawn up by the moon—another bias. It is swirled by the motion of the earth—another bias. It is expanded by heat, contracted by cold—another bias; plowed through by the winds—another bias; shot through and through by electric storms—another bias. The sum of all the biases, behold the Living Sea! Just this, we must insist, is both religion and education; the soul thrown open loyally, hospitably, to all truth of fact, and beauty, and right, from heaven above, and from the earth beneath. The result of this multiplied ministry of truth will be a man steadied, clarified, cultured, empowered—in a word, a Living Soul."

Somebody says: "O! this is preaching, and in an educational paper, too. It can't be allowed!" Well, what kind of talk, then, can be allowed? We have had arithmetic until thousands have calculated themselves into human machines for money getting. They don't care a cent for any man, woman, or child, only as they can squeeze money out of them. When the last squeeze brings no cash to them, the human mechanism is thrown aside as an outcast, with the expression, "You are of no more use to me. Get out of my way!"

When arithmetic, grammar, and geography become offenses, and should be abolished. Better, a thousand fold, ignorance than educated greed!

**HOW ARE MORALS TO BE TAUGHT IN OUR PUBLIC SCHOOLS.**

Mr. Stetson, in a recent article in the *Andover Review*, says: "That morals can be taught as other sciences more or less exact are taught, by specially prepared text-books and oral teaching adapted to different ages." In other words, he would place morals on the same plane as chemistry, grammar, and geology, and we suppose would expect lessons to be learned and recited in them at stated times. This would secure a knowledge of the principles of moral philosophy, but would it be effective in making students better? The object of teaching morals in schools is to make pupils better,—to instill in the young mind a deep and abiding love of the true, and the good,—to influence the conduct through all after life. The study of the science of dogmatic theology or the exegesis of the New Testament, is no more likely to make good men than the study of the science of mineralogy or palaeontology. Let us take the discussion of the ultimate ground of right as an example. Dr. Peabody claims that it is "fitness." Adam Smith held that "sympathy is its sole standard and basis." A large class of philosophers believe that the Bible is the only guide we have for determining the moral character of any human act. We may theorize and speculate and not become capable of better thinking and feeling. There is no moral elevation, no uplifting force in all this investigation. It is right enough in university halls, but such dogmatism has no place in the public school. Did Arnold teach morals by a text-book? His great, loving, sympathetic, reverent soul "was impacted into the very body of all his teaching." When the "principal thing about a man is religion," in other words, when his soul is filled with love to God and his fellow-beings he will teach far more than any text-book on morals, or any formal religious instruction can ever accomplish.

**OUR INDIANS.**

**STATISTICS.**

The entire Indian school population in 1886 was 38,981, the largest monthly attendance 12,816, and the total cost to the government \$997,899.80.

**FACTS.**

These are gathered from the report before us, and will serve to show what has already been done, and how much remains to be done, as well as, how slow our government is to pay its Indian debts.

There is not in the Cherokee nation an Indian man, woman, boy, or girl, of sound mind, fifteen years of age or over, who cannot read and write.

The Cherokee nation furnishes all the school books, and school material.

Indian schools may be conveniently classified as follows:

**Day schools:**

1. Established and supported by the government.
2. Supported by contract with religious societies.
3. Mission schools established and supported by religious societies.

**Boarding schools:**

1. Located on reservations and controlled by agents.
2. Independent schools { supported by general appropriation.  
supported by special appropriation.
3. Contract schools { supported by general appropriation.  
supported by special appropriation.
4. Mission schools established and chiefly supported by religious associations.

**State and tribal schools:**

1. Indian schools of New York State.
2. Tribal schools of Indian Territory.

The Navajos are self-supporting. They own 800,000 sheep, 250,000 horses, and 300,000 goats. The wool-clip for the year is reported to be 850,000 pounds, of which 125,000 pounds were manufactured into blankets, etc. They cultivated 12,500 acres. The number in the tribe is reported as 17,358, and for this population only one school, having a capacity of eighty, is provided. The Government owes these Indians, for educational purposes, according to the terms of the treaty of June 1, 1868, the sum of \$792,000.

The Papagoes, in Arizona, numbering about 6,000, have no school facilities. They are a peaceable, agricultural people, and entirely self-supporting.

The Comanches, who only a few years ago, were acknowledged to be the most bloodthirsty of all the plains Indians, are now peaceable, obedient, and docile; the men moral, and the women strictly virtuous. They are anxious to have school facilities for all their children, but now have none.

The Sioux, most of whom only a decade ago were on the war-path, are now quiet and peaceable. They are not only willing but anxious that their children shall be educated. It is suggested that a large, industrial school should be established exclusively for the Sioux who were parties to the treaty of April 20, 1868. The terms of this treaty, providing that a school-house and teacher for every thirty children be furnished, have never been complied with, and a careful estimate shows that the Government is indebted by solemn treaty agreement to the amount of \$2,500,000.

There are in Western Arizona about 8,000 Indians, belonging to the Hualapai, Yuma, Mojave, and Suppa tribes, who are under no agent, and who are entirely without educational facilities.

In California there are about 6,500 Indians who are not under any agent. They are homeless wanderers in the land of their forefathers.

No provision has been made to supply reading matter for the pupils attending the government boarding schools.

In all government schools the girls are taught all kinds of household work, and the boys to cultivate all kinds of crops adapted to the locality, and the care of stock. In the larger schools a limited number are taught carpentry, blacksmithing, shoemaking, painting, and other trades.

\$17,673,468 were expended in the Indian service, while only \$6,825,528 were drawn on requisitions of the Secretary of the Interior for their maintenance, civilization, and education. At least two-thirds of the latter sum is expended for other purposes than civilization.

**WHAT SHOULD BE DONE FOR THE INDIANS.**

Their homes should become fixed.

They should adopt white men's dress and modes of life.

Tribal government should be abolished as soon as possible.

They should own their land in severalty.

As soon as possible they should become citizens.

LITTLE boats always totter about on the surface of the water, going all ways, as it happens, and overturning in a breath, while the great ship sinks deeply and more deeply in and goes steadily on. The cause of its steadiness is its depth. It is a great thing to take the truth and hold to it. It is a great thing to know error and let it alone.

—DR. GOODELL.

AGREEABLE to your request in JOURNAL of March 26, I would say the word "its" occurs but once in King James' translation of the Bible, in Leviticus 25 : 5.

A. D. VAN ALLEN.

ISN'T it a little singular that none of the great college benefactors of Cornell University, were college men or men who inherited great wealth?

THE wise saying that "A man is what he eats," is equally applicable to his mental food. Unquestionably, to a large extent, teachers are what they read; and, outside of immediately professional problems, the most important and timely discussion of the day is that which has lately been agitated in England concerning the "Best Hundred Books." The varying questions and opinions on this subject, which have been drawn from eminent men and women in all fields—both of thought and action—constitute a pamphlet of reading, at once as entertaining and profitable to live teachers as anything in current literature. The review of this publication in our book-columns is commended to the consideration of every thoughtful teacher.

THE second annual session of the Niagara Falls Summer School of Methods for Teachers, will hold a three weeks' session, from July 18 to August 5, 1887. The following are some of the gentlemen who will give instruction: General Thomas J. Morgan, of Providence, R. I.; Dr. James H. Hoose, of the Cortland normal school; Rev. A. E. Winship, Boston; Dr. Thomas W. Harvey, and Dr. L. R. Klenam, of Ohio; Dr. James M. Cassedy, Buffalo normal school; Prof. H. W. Pearce, Brooklyn, N. Y.; and Rev. A. R. Horne, Allentown, Pa., and Miss A. P. Funnelle, of the Oswego normal school.

The German department will remain in charge of Prof. McGowan, who created such remarkable enthusiasm by his work last year. Jerome Allen, of New York City, will deliver two lectures some time during the sessions of the school.

The French department will be under the direction of that well-known French author and teacher, Prof. J. D. Gaillard, of New York city. The department of music will be conducted by Prof. C. R. Bill, vice-president of the National School of Music, Boston. A business college department will be conducted by Prof. J. L. Burritt, of New York City, and a department of elocution and oratory, by Prof. Mark B. Beal, principal of the Rochester School of Oratory. A. P. Chapin, Rochester, N. Y., is manager.

SUPT. FRED M. CAMPBELL of Oakland, California, has been visiting the schools of this city. While here he placed a beautiful wreath of flowers on the tomb of General Grant in the name of the pupils of the Oakland City schools. It will be remembered that the 8,000 pupils of this city gave General Grant a magnificent floral reception on his return from his trip around the world. Supt. Campbell was the first state educational executive under the revision of the school laws of California, and is highly esteemed on the Pacific coast.

SUPT. N. A. CALKINS recently delivered a lecture before the Education Association of this city, on the "Educational Demands of To-day." It was repeated on Monday of this week before the Primary Principals' Association with additions. We shall give full extracts from what was said, commencing next week with his remarks concerning Comenius.

AS THE school year draws to a close we shall abridge lesson plans and outlines of work, and devote more space to discussions of general educational topics, although we shall give our readers much that is of real school-room value during the summer months; for example, we have a series of valuable articles by our well known correspondent, Wm. M. Giffin, on "First Lessons in Fractions," which we shall complete during the coming four or five weeks, commencing with our next number.

WE shall give next week a sketch of the educational work of Prof. J. Stanley Hall of Johns Hopkins University, with an illustration. This is to be followed by others, eminent in the educational field in this country. It is our intention to give, as far as possible, a history of all who are now actively moulding school work, as fast as opportunity permits.

DR. EDWARD BROOKS has returned to Philadelphia from De Funiak Springs, Florida, where he has had charge of the Florida Chautauqua convention.

HON. B. G. NORTHRUP has returned from an extensive lecturing tour through the country, and reports increasing interest in educational work. He especially commends the management and success of the Potsdam, N. Y., state normal school, which he recently visited.

WE have been promised for publication the excellent paper on "A System of Grading for Country Schools," by State Supt. J. W. Holcomb of Indiana. It has an exhaustive discussion of the subject, and will be read with much interest.

A FULL abstract of the recent lecture of Col. Parker before the Industrial Educational Association of this city is in type, and will appear next week.

COL. PARKER has prepared a very exhaustive and trenchant review of Prof. Payne's "Contributions." It will be printed in full in our columns week after next. The colonel is also writing a review of Supt. Marble's "Presumption of Brains." We shall print "Presumption" and its answer in one issue. Col. Parker is also writing a book to be published in our new Reading Circle Library on "Reading and Language." It will be seen that the colonel is a busy and hard-worked man. His old war-time experience hardened his muscles but it did not soften his brain.

THE Pennsylvania Teacher, published at Pittsburgh, expired with the December number of last year. Our attention had not been called to the fact until less than a week ago.

## AMERICAN BOOKS ON THE SCIENCE OF EDUCATION.

## I.

The number of sound educational books, issued by American firms, is surprising to one who has not given the subject careful attention. It is not for an instant to be supposed that all books published in this country are by American authors; on the contrary, many of them are not; but their value to the student of educational science is all the greater, because these reprints are by authors who have written in almost all the modern European languages. For example, the catalogue that is first at hand is that of Appleton & Co., of this city, and here we find Bain's works on:

"Education as a Science."  
 "Mind and Body," the theories of their relations.  
 "Mental Science," a compendium of psychology and history of philosophy.  
 "Moral Science," a compendium of ethics.  
 "The Senses and the Intellect," and  
 "The Emotions and the Will."  
 Following there are Maudsley's books:  
 "Body and Mind."  
 "Physiology of the Mind."  
 "Pathology of the Mind."  
 "Responsibility in Mental Disease," and  
 "Body and Will."

Closely following them are these classics:  
 Bernstein's "Five Senses of Man."  
 Luy's "The Brain and its Functions."  
 Bastian's "The Brain as an Organ of Mind."  
 Ribot's "Diseases of the Memory," and  
 Corning's "Brain Exhaustion."

Then follow these well-known works that are found on the tables of thousands of our best teachers:

Spencer's "Education: Moral, Intellectual, and Physical."  
 Baldwin's "Art of School Management."  
 Sully's "Outlines of Psychology."  
 Sully's "Hand-Book of Psychology."  
 McArthur's "Education in its Relation to Manual Industry."

Hodgson's "Errors in the Use of English."  
 These books would make a very respectable library of education, especially if we add that most practical and admirable book by Johonnot, on the "Principles and Practice of Teaching." But this is not all this firm is doing, for they have commenced, under the editorship of Dr. William T. Harris, the publication of the International Education Series, the first three volumes of which are now published. They are:  
 Rosenkranz's "Philosophy of Education."  
 Painter's "History of Education," and  
 Laurie's "Rise and Early Constitution of Universities."

Professor Painter's history is a study of progress, written in a popular style. Avoiding a confusing multitude of details, it presents a clear view of the successive movements in the course of educational progress, and gives a discriminating statement of the characteristics of each period. A prominent place is given to the great educational reformers—Bacon, Ratiach, Comenius, Rousseau, Pestalozzi, Froebel, and others—whose views have been potent in determining the educational thought and practice of the present time. It closes with a discussion of the educational tendencies of the present, with a brief survey of the state of education in the United States and the leading countries of Europe.

Dr. Laurie sees in the history of the development of the higher and highest education, definite modes by which the contributions of the past to the well-being of the present have been transmitted. He says: "The school undertakes to endow the youth with the acquisitions of his race; or, rather, to qualify him to undertake this acquisition for himself. It, therefore, arms him with the proper habits of study and co-operation by discipline. It instructs him in those elementary branches of knowledge, which serve as keys to the whole treasury of learning. Every study holds its place because of its claim to present an epitome of a department of knowledge, transmitting its net results—like geography, history, or grammar; or else because it gives the mastery of some art necessary to such transmission—as in the case of the arts of reading, and writing, or numerical calculation."

Rosenkranz's admirable book is too well known to need a word of commendation in these columns. Its appearance marked an epoch in the treatment of educational theory in Germany. It is a thorough-going philosophy of education. Not only is it systematic, but it

brings all its details to the test of the highest principles of philosophy. He makes the acknowledged principle of Christian civilization, the foundation of his theory of education, and demonstrates its validity by an appeal to psychology on the one hand, and to the history of civilization on the other. This work has been justly called the best treatise on the philosophy of education ever written, and without doubt it is.

## CIVIL SERVICE AND PUBLIC SCHOOLS.\*

HON. LEROY D. BROWN, STATE COMMISSIONER OF PUBLIC SCHOOLS, OHIO.

Once every year this association of school superintendents assemble at Washington. In the nation's capital you renew your vows to your country, and you re-dedicate yourself to the great cause of education.

As executive officers of the respective state systems of public schools, which you represent and which you are unselfishly and laboriously striving to improve, you are interested in all that pertains to administrative and executive work. As superintendents of schools, or as heads of systems of schools, you are profited by observing the conduct and the methods of governors, presidents and other executive officers; for, by such observation, you are enabled the better to discharge the duties which devolve upon you in your own fields of labor.

During the last fifty years the progress of public education in the United States has been marvelous. The growth of state systems of schools in this country, may be considered among the wonders of the age. Even the prophetic Horace Mann who was secretary of the Massachusetts board of education a half century ago, did not foresee the gigantic proportions to which these schools have developed.

Strange it would be if a growth, at once so rapid and luxuriant, should be altogether sound and enduring.

In the affections and judgment of the people are found all that is good in our government, but in the elective system by which school officers are generally chosen, lies the greatest weakness of our school administration. The time was when only the best men were placed on school committees, or elected to serve on boards of education.

But that time is, alas, too rapidly passing away. The "spoils system" which obtains in American politics, has worked its way steadily but surely into the boards that control the schools. If a school-house site is to be selected, not the site which is the most desirable is chosen, but that site for which a corrupt committee can obtain the most money for their votes. If a school building is to be erected, the best architect and the best builder are not so much desired, as an architect and a builder who will give up the largest per cent. of their recompensation for votes. The "spoils system" extends even to the employment of superintendents and teachers. The politician on the board of education gives his support to those from whom he has received favors, or from those who will reciprocate in the future. In the most vital matters, merit is of less consequence than "influence." What is the result? Poorer teachers, inferior schools, and a growing lack of faith in public education. Better the total annihilation of the people's schools, than that these schools should become fountains of political pollution, or streams of financial impurity.

Fortunately, an adequate remedy for these evils is suggested by the history of "Civil Service Reform." In my judgment, the friends of free government and of free schools owe a lasting debt of gratitude to Dorman B. Eaton and his co-laborers. I wish that Mr. Eaton's great work on Civil Service in Great Britain could be in every public library, and that it might be studied by every American. In that volume we learn of the advantages of the "merit system" in the appointment of public officers, and it is the "merit system" which we need to-day in the selection of school officers, school superintendents, and teachers.

The method of applying the "merit system," in our state would probably not be the best in all states, for state systems of education are dissimilar in many respects. But as courts are agencies of the people, and as such are subject to the will of the people, I am of the opinion that in some states it would be best for courts to appoint boards of education. In other states boards of education would better be appointed by a state board of education. It is probable that, in some cities at least, good boards of education may be best secured, by ap-

pointments made by city councils. But the method of appointment is not so important as the kind of men appointed. These men should have fitness for their duties. An intelligence and a character qualification should be required by the appointing power. In suggesting so radical a change in school management, I shall not be surprised at opposition. The politicians will oppose the change. The goody-goody superintendent who owes his position to influential relatives, to his church associates, or to his political friends will oppose the change; and, in doing so, will probably say to the people that their voice should be heard in the choosing of school officers at general elections, forgetting that courts, city councils, and state boards of education, can more surely choose efficient school officers, than the political caucus which too often thwarts the will of the people, by giving them worthless candidates who, in the excitement of election day, are chosen.

## SUGGESTIONS.\*

BY SUPT. A. W. EDSON, Jersey City, N. J.

## PRIMARY INSTRUCTION.

Children should be early taught to see correctly, think clearly, speak accurately, to give close attention and render prompt and willing obedience. Bad habits are easily formed, but are with great difficulty corrected.

As so much depends on a right start in school work, too great care cannot be exercised in the selection of teachers for these lower grades. New teachers should never be placed here to experiment, but successful experience and superior merit should be considered necessary qualifications of a teacher for the lower primaries. Then let the ambition of these teachers be, not to take higher grade classes, but to perfect themselves as primary teachers. There is no more honorable position.

## SELECTION OF TEACHERS.

Teachers should be chosen, not because of personal friendship or political interests, not because they live in this or that district, not because they are the older graduates and the most pressing in their claims, but because they have been thoroughly tried and found to give promise of making excellent teachers. If, however, anyone in the teaching ranks is found to be incompetent; if, after a fair trial, she proves to be unable or unwilling to do good work, she should be dismissed from the service.

## SALARIES.

The arrangement of the salary schedule, whereby teachers are paid according to length of service rather than grade of class taught, is a sensible and satisfactory one. Teachers should be placed in charge of classes where they can do the best work. Primary teachers should receive the same salary that grammar teachers do, and be as well satisfied to be appointed and retained in the primary department as in the grammar.

The practice of dividing and advancing grades in order to get the benefit of a higher grade salary should be discontinued.

## HEALTH OF PUPILS.

Occasionally complaints are made that pupils are overworked, that too much pressure is brought to bear on them, and that health is impaired through school work. This may be possible in one case in a thousand—not oftener. If a pupil's health suffers, the injury can be traced almost without exception to outside duties, evening parties, late dinners, loss of sleep, lack of exercise, etc., rather than to close application to study. If the greater part of studying is done at school and in school hours, as it should be, no intellectual or physical injury need result. Two divisions in a class allow plenty of time for the preparation of lessons, more time for recitation, and an opportunity for the formation of good habits of study.

## RECESSES.

Principals and teachers are almost unanimous in their approval of the abolition of the out-door recess. No adverse criticism has been made by those who heed the rule in relation to general exercises. The rule is as follows:

"In the primary departments, there shall be a morning recess of fifteen minutes near the middle of the session. In the primary departments in the afternoon, and in the grammar departments, in both forenoon and afternoon, there shall be a recess of five minutes near the middle of the session, during which time the pupils shall engage in a general exercise in marching or callisthenics, and the rooms be thoroughly ventilated."

From a sanitary point of view no objections can be raised to this plan, while considerable time is saved and better work accomplished.

\*Read at the recent Washington meeting.

**A THREE-WHEELED MECHANISM.**

By M. CLEVELAND.

A pedagogical preacher said to me not long since, "Teachers need more soul." I replied, "Examiners need more soul."

My trouble is that I have too much soul for my own profit. Miss A, my companion teacher, laughs at me for it. She and I live together in a mechanism consisting of three wheels—Reading, Writing, and Rithmetic. She exerts herself to make the wheels go round as many times a day as possible. I let my soul get in my way. Every revolution of each wheel is recorded, and when the examiner comes with his note-book, he never asks why my wheels have not turned as many times as hers. I often wonder what would be the result if he should do so, and I should reply:

"I stopped here to march or beat time to the music of the band playing outside the window, so that my pupils' rhythmic sense might receive opportune cultivation."

"I paused here to awaken admiration for Tommy's chivalry in saving Sallie from the terrible geese, and to deepen the impression by letting the children draw the exciting scene on their slates."

"I stopped the wheels a moment again to draw a telling parallel between Washington's noble courage when a truth-speaking boy, and his fearlessness as a soldier in manhood. It touched a heroic chord, as the boys' faces plainly showed, and I gained tact for other lessons like it."

"I let an exercise in writing slip one day, because a little fellow seemed anxious to describe his father's slaughter-house, and I thought it a good opportunity to display and arouse anxiety regarding the manner of putting the animals to death; to move the little hearts with a desire to have the necessary killing done as quickly and painlessly as possible."

I wonder what he wou'd say, or if he would be induced to give me an additional mark for incidental teaching? I stand too much in awe of him to ask.

It is painful for me to know that my companion teacher "brings more credit to the school," and that she is therefore more popular with principals, examiners, etc.; but I cannot help seizing opportunities for character-building, and I don't want to. Do you think examiners will learn to draw just comparisons in my day?

**THE SCHOOL-ROOM.**

The object of this department is to disseminate good methods by the suggestions of those who practice them. The devices here explained are not always original with the contributors, nor is it necessary they should be.

**IMPATIENCE IN RECITATION.**

By ELLA M. POWERS.

Let us step into your school-room. A class in arithmetic is reciting. You suddenly turn upon one of the members of the class; and, with a quickness peculiar to yourself, abruptly ask a question. You wait just long enough for the pupil to discover to whom the question is directed; and, before he has time to arrange his answer in his mind, with a startling suddenness, "Next" rings out from your lips, and the answer is hastily seized from another; and in the same confused haste, the recitation is conducted. Those who lag behind in a road where others are traveling, are always in a cloud of dust. How dusty, then, must be the brains of those who are less quick, and hesitate from timidity? How can this cloud of dust become settled? Perhaps their dullness is made more prominent by such words as: "Think quick, John!" "Haven't you mastered this lesson, Jane?" "I can't have any hesitation; now think." If the answer was half formed, such words would drive it into infinitesimal particles of dust, and nothing is manifested except that clouded, dusty mind. They are human, and cannot be driven like dumb beasts. Give them room, light, freedom of thought and soul.

**HISTORY OF EDUCATION.**

(Questions asked in the New Paltz, N. Y., State Normal School, by Prof. George Griffith.)

Among each of the following, what was the chief end of education, and the part of man's nature most cultivated?

1. The ancient Hindoos.
2. The ancient Jews.
3. The Romans.
4. The Knights.
5. The Americans of to-day.

At about what time, and in what country, did each of the following educators live; and for what, in education, was each most noted?

6. Socrates.
7. Luther.
8. Rousseau.
9. Froebel.
10. Horace Mann.

11-15. Name five very important educational books, and give the author, approximate date, and general character of each book?

16-19. Give what you regard as the best four principles or rules of teaching discussed in class.

20-23. Give a concrete application of each to actual teaching.

Briefly describe:

24. The school-system of Germany to-day.
25. The free-school movement in New York state.

**A LESSON ON MAGNETISM.**

**FACTS:**—The power of attraction which a magnet possesses is called magnetism, from the name of the ancient city of Magnesia, in Lydia (Asia Minor).

Metals, such as bismuth, antimony, zinc, and tin, etc., being repelled by magnets, are called diamagnetic.

In certain substances, such as iron and nickel, magnetism can be excited by another magnet, or by that huge magnet, the very earth itself.

In magnetism there are positive and negative poles, and one is always accompanied by the other, no matter how large or small the magnet may be.

Another peculiarity of the magnet is that it always has its two poles at the ends, with a neutral point between.

A piece of steel can be magnetized by simply rubbing it with another magnet. To prove this, rub a needle over one of the poles of a permanent magnet, when the needle will become independently magnetic.

The most powerful magnets are made by induction, as follows:

A covered wire is coiled around a steel bar, which is to be magnetized, and a current of electricity is passed through the wire. Under this process the bar becomes permanently magnetized. Sometimes magnets made his way will sustain twenty-eight to thirty times their own weight.

**EXPERIMENTS:**—To show the neutral point, roll a magnet in some iron filings (emery or magnetic sand will answer), when they will become attached in clusters around the poles, while the center will be perfectly free from the filings.

Wax a sheet of paper and stretch it on a wooden frame; then place a magnet directly under and touching the paper, when, by sprinkling iron filings on the waxed surface and gently tapping the frame, beautiful and symmetrical curves will be formed. To permanently fix these, hold a hot flat-iron over the paper till the wax becomes softened; then, by removing the iron and allowing the wax to harden, the filings will remain fastened to the paper.

To illustrate the law of induction, place a piece of soft iron, such as an ordinary nail, in contact with a magnet. If the iron be then dipped in some iron filings, they will adhere to the nail only so long as the connection between the magnet and the nail remains unbroken, thus proving that soft iron is only capable of being made a temporary magnet.

When two poles of opposite polarity are brought together, they are mutually neutralized. To show this, suspend a number of nails on the positive (+) pole of a magnet, when, upon touching with another pole of negative (-) polarity, the nails will fall.

**The Magic Signboard.**—Having traced some letters with a magnet on a steel plate (of one-twentieth inch thickness), we show to our assembled companions a smooth, plain surface; you and I—who are in the secret—quietly throw some iron filings against the plate, when, lo! suddenly the letters invisible to mortal eye appear written in letters of iron.

**THE COMPASS:**—By looking back to ancient times, we will see that the compass was invented, according to the Chinese annals, at the very remote date of 2,634 B.C., when it is said that an emperor by the name of Ho-ang-ti, invented an instrument for indicating the south. It appears that its first use was for traveling by land. It is believed that it was used at sea for the first time about 300 A.D.

The essential part of a compass is a magnetic needle, delicately balanced so as to allow it free swing on a horizontal axis. The circumference described by the points of the needle are marked so as to show the directions N., S., E., W.

A first-rate compass can be made by the youthful experimenter by suspending an ordinary steel knitting needle by a split silk thread, magnetizing and rebalancing it.

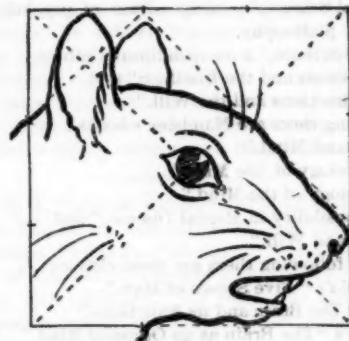
If the needle is balanced before magnetizing, it will make what is called a dipping needle, which is an instrument showing the dip or inclination of terrestrial magnetism. As you proceed farther north, the needle becomes more perpendicular; while, if you proceed south, the needle will become horizontal at a place called the magnetic equator, which is near the geographical equator.

The optician, Robert Norman, of London, in the year 1576, invented and constructed the first dipping needle, and ascertained the dip in London at that time to be nearly 70 degrees.

**DRAWING EXERCISES.**

By PROF. GEO. E. LITTLE, WASHINGTON, D. C.

I.

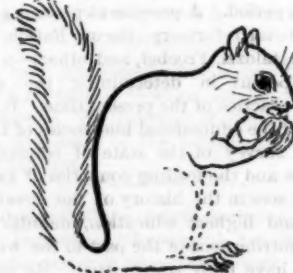


**DIRECTIONS FOR NO. 1.**—Draw a square; divide each side into three parts; draw the diagonals; draw a light, dotted line, joining the left point on upper side and lower point on right side; one joining the left point on upper side with upper point on left side; and one joining the lower point on right side with right point on lower side. These are the guide lines. Notice, then, that the points on the sides of the square determine where different lines of the outline of head shall begin and end. The upper line of head follows the first dotted line, the ears the second, and the mouth and nose the third. The eye is placed where the two diagonals cross.

II.



III.



IV.



Nos. II., III., and IV., may be placed on the board by the teacher, and drawn by the pupils by imitation; or, allow one of the pupils to take the copy, and place on the board for the others to imitate.

## THE HEIGHT OF LETTERS.

The following is a story by which Miss Waldron of P. S. No. 32, Brooklyn, attained success in teaching the height of letters:

Edna may read the sentence, "Lily Smith is a good girl."

Annie may point to, and trace, with the pointer all the capital letters in the sentence.

Cassie may point to all the letters that are as tall, or high as L and S.

Now children, we will call L and S, the parents of all these little letters (pointing to the letters one space high), and this, pointing to the letter L is aunt L who has come to help mamma L take care of the children. You see she is just as high as mamma or papa, and she is kept very busy looking after the little ones who have just commenced to go to school.

These little ones are in Miss L's room. Their feet rest on the base line (explain what the base of anything is), and their heads touch the line above, which we call the head-line.

Now we come to r and s. These are children who have been promoted once. They are now in this class; their heads you see come a little way over the line. (Make the parts of the r and s that extend over the line with colored chalk.)

Here we come to t and d. We will call them our brother and sister who are up stairs; they are two stories high.

Last but not least comes the baby of the family, g. Her head is between the lines like a, but her clothes are so long that they hang two spaces below the base line. You must hold her very carefully or her clothes will hang like the g, and that will never do.

In the word "good," and in all words in which the short curved line is used to connect the letters, I called it the bridge. It has been walked on so much that it is bent in the center.

In telling a story to the class adapt your language to their understanding.

## SEEDS.

The cuts illustrating the articles on SEEDS, AND ROOTS AND STEMS are taken from "Youman's Descriptive Botany," by permission of D. Appleton & Co., publishers, New York.

APPARATUS.—The seeds of the pumpkin, squash, bean, pea, apple, corn, oats, and barley, in different stages of germination.

METHOD.—Provide each of the scholars with a large, dried specimen—as, for instance, a broad bean. Examine it carefully; point out the scar or mark where the seed was attached to the fruit: show that at one end of the seed there is a tiny aperture. The teacher can show that this is so by soaking it in hot water for a short time, and then gently squeezing it, a drop of water is seen to escape by this aperture. Peeling the skin from off the seed, the scholars will notice the two coats. Upon laying the seed open, the teacher will draw attention to each part which goes to make up the body of the seed: the embryo or young plant, and the two large,



fleshy lobes or cotyledons. When studying the structure of the grain of wheat, they will learn that there is in the nucleus of the seed a substance, albumen, in addition to the embryo of the plant. In addition to this, another point of difference will be pointed out. The seed of the bean contains two lobes, whereas the wheat



grain contains only one. This causes the division of flowering plants into two classes.

Before the seed can show signs of life it must be softened by the moistness of the substance in which it is placed. The coating then splits, a little root begins to make its way downwards, and a little stem bearing seed-leaves appears above. Between the seed-



leaves is a bud, which is carried upwards a little by the growing of the stem, and then spreads out as the first foliage-leaf or leaves. The plant is now provided with means of supporting itself; the substance of the first little root and stem were stored up in the seed. From seeds, entirely new plants are made.

Point out the radicle and stem bud. Compare the conditions under which a seed exists in and out of the ground. Pupils should examine the different seeds, and find all the parts; and, if old enough, should be taught the proper names of the parts of the seed; seed-coat, the skin or coat outside the seed; kernel or nucleus, the part inside of seed-coat; albumen, the fleshy part around the embryo; embryo, the young plant contained in the seed; radicle, the little root; plumule, the upper end of embryo; also the terms cotyledon, seed having two lobes; monocotyledon, seed having one lobe; all of which are shown in the above illustrations.

FORMS OF SEEDS.—Mushrooms, mosses, ferns, and seaweeds, are flowerless; their seeds are called "spores." Other forms are the simple seed of the rose and buttercup; the nut, that enclosed in a stony shell covered with pulp, as the cherry, almond, peach; that enclosed in a shell not stony, like the horse-chestnut and acorn; the berry, as the grape, gooseberry, currant. Sometimes there are many fruits in one cluster, as the mulberry and pine-cone; or the fruit may consist of a pod containing many seeds, like the pea or bean.

## ROOTS AND STEMS.

APPARATUS.—Blackboard, etc.; peas or beans which have been soaked in water (kept warm), or allowed to remain in the soil till they have germinated; a sharp knife; as many plants as can be obtained.

FOOD AND CIRCULATION.—The living, human body is in constant need of new material with which to provide for growth and decay. To supply this want, and to keep up the warmth, man takes different things from the air, from water, and from various solid substances. These chiefly enter the body by the mouth.

Compare the circulation in man and plants. All living things require to be continually taking in new material for this same purpose. Most plants find what they want in the air and water. The former they take in by their leaves; the latter by their roots.

In our bodies the food enters the blood, and is carried by it through blood-vessels to the place where it is required. In a plant, the liquid entering at the root, soaks through the stem and branches as sap, until it reaches the leaves, where, coming in contact with the air, it is somewhat changed. The liquid passes back through the branches and trunk, nourishing every part of the tree as it has need.

Roots.—Show the germination of the pea or bean, letting the children distinguish between the young root and stem. Lead the children to see the necessity for large and long tree-roots by drawing attention to what was said about their functions in the last division. When the seed has been sown, the first signs of life are the appearance of the little root and stem; the former generally finding its way downwards, and the latter growing upwards. After a time, in the case of large trees, the roots are of great thickness and extent.



Some roots have one main part, called a tap-root, containing the origin of more or less numerous hair-like rootlets. It is these rootlets that chiefly do the work of sucking in water from the soil in which they grow. Show carrot, radish, beet, and parsnip.



Illustrate the fibrous roots by showing some specimens of grass, also Indian corn and the strawberry plant. In each of these a mass of fibers grows downward from the base of the stem. In some cases, even before the plants are well grown, fresh roots strike into the earth from various points along the stems or branches. Some creepers throw out roots from the stem, and these fasten themselves to the object over which the plant is growing. The tendrils of the grape-vine and Virginian creeper are not roots, but branches; those of the pea are leaves.

DEFINITION.—A root is that part of a plant which has no buds, and which, by fixing itself in the earth, or to some other plant, serves to draw in food and acts as a support.

The potato is not a root, because it bears leaf-buds—the eyes; neither are the thickened bulbs of the crocus, onion, and hyacinth, roots, but stems, with their leaves folded closely together.

Classify the following as having fibrous or tap-roots: rose bush, pear-tree, currant-bush, fern, beets, corn-plants, buttercups, daisies, hyacinths, violets, and tulips.

## REPRODUCTION EXERCISES.

BY CARRIE A. BEATTIE, Cambridge, N. Y.

We regard reproduction stories as a very valuable exercise. Besides supplementing the writing, spelling, and reading exercises of the lower grades, indeed we may say of all grades, it aids in forming habits of accuracy, strengthens the memory, and develops the imagination. If conducted in a sprightly way by the teacher, it gives much pleasure to the pupils. And later, when the language lessons must combine with, or merge into, technical grammar, the dry lesson is already understood from some principle previously taught in the reproduction exercises.

Just when to commence this work we cannot say, but as soon as the child can write legibly, he is ready for the first steps. Let him tell in a few lines the story contained in the reading lesson. It has been found by experience it is not best to limit the pupils as to length, only so far as to prevent the lazy ones from shirking. The incorrect expressions, and mistakes in spelling and capitals should be corrected carefully each time, and then have the pupil read his own production. We notice no dull, slow reading when he reads his own version of the story. All is life and sprightliness.

Next give a simple little picture and have pupils tell the story they see in it. This makes them observe closely, and helps their imagination. The child who has been read to a great deal at home, will usually produce the best story at first, but the others soon learn. Then give them about ten words that can be used in connection with a picture, and ask them to put them into a story. It enlarges their vocabulary, and teaches them to use correctly the words they learn.

Now try reading them a short story, and having them reproduce it. In this, require them to be very accurate in stating the leading facts. It aids the memory, and we firmly believe that, if carefully pursued, this course would do much toward eradicating the habit of carelessly listening to, and inaccurately repeating what is heard, the habit that so often makes great trouble in life. At this stage we would have them carefully copy the exercise when corrected, being sure that they observe their mistakes and understand the correction. Allow no poor work of any kind, and margins, capitalization, and punctuation will never be the trouble to them, that we find it is to those who never even copied a paragraph from their reader and noticed the periods.

The work already spoken of may be all that can be done before reaching the grammar grades, where diagramming and parsing begin to receive attention. We

have then taken some simple piece of poetry, analyzed the thought, studied the meaning of the words, and then reproduced the piece in prose. It is a pleasant and profitable exercise, and will teach children to enjoy poetry.

From this glide to original composition work, being careful to give them some points on the subject, that they may not be compelled to seek help elsewhere. The subject should be selected by the teacher, that there may be no chance for copying some short article, and passing it in for original work.

Just how much time each day or each week should be given to this work we do not say. Never let the pupils get tired of it. They often bring stories with the request that it be their next lesson. If possible use the story, and if there are not points enough to merit observation, have the work read in class and correct the mistakes orally.

This article was not intended to reach to the province of rhetoric and composition, but to trace the steps in reproduction work, and to show the benefits of the course, benefits which no other exercise can give so completely and pleasantly.

#### HISTORY STORIES.

##### BENEDICT ARNOLD'S BOYHOOD.—I.

Benedict Arnold was a very cruel boy, and was shunned by his schoolmates, and hated by them for his selfishness and cruelty. He loved to torture insects and all small animals, and would scatter around fine pieces of broken glass, and watch for barefooted boys to come along; and then when their feet were bleeding, he would stand by and laugh at them. Dogs, cats, and birds all seemed to know him, and hurried to get out of his way.

##### QUESTIONS.

What kind of a man did Benedict Arnold become? (NOTE.—The teacher may here relate the history of his treason.)

Why was it mean for him to scatter pieces of glass on the ground?

Why did he laugh?

Why did cats and dogs run away from him?

How can we make the animals our friends?

What kind of boys love to torture insects?

What do lions and tigers do to their prey?

What kind of dispositions have lions and tigers?

Can they learn to be kind and patient? Why?

Can boys and girls learn to be kind? Why?

If a child continues to be cruel, what kind of a character will he have when he grows up? (NOTE.—Teach the meaning of the word character.)

In what way do kind and happy men and women become so?

Why do you like cheerful and polite people?

What kind of people do you dislike? Why?

In what way can you become so that you will like yourselves?

##### A MAN WHO WAS NOT AFRAID TO WORK.—II.

During the War of Independence, it became necessary at one time to build breastworks on Dorchester Heights. The work had continued for several days, and there were not men enough to do it in the time required. One morning a gentleman on horseback rode into the enclosure, and looking round, saw an empty wheelbarrow standing near, and not far off was an idle soldier.

"Why do you not work with the others," said the gentleman.

"I am a corporal, sir," he replied.

The gentleman immediately dismounted, took the spade and wheelbarrow, filled it with sand, and wheeled it to the breastworks, emptied it, and wheeled the barrow back to its place; then, without a word, mounted his horse and rode away. The idle corporal had learned a lesson he would never forget, for he had seen Gen. Washington do what he would not do.

##### SUGGESTIONS.

Ask why Washington did not tell the corporal to go to work. Get the pupils to say that *doing* is better than *telling*. It is better to say "Come!" than "Go!" We cannot expect others to do what we are unwilling ourselves to do. It is no disgrace to work. The best people are not ashamed to work when necessary. What is work? Why is work by some considered a disgrace? What kind of work is a disgrace? Ought we to work if we are not obliged to? Who work hardest? Who get the best pay for work? What kinds of pay do we get? Why do some people dislike to work?

## GENERAL EXERCISES.

### MAY.

#### I.—SONG.

#### II.—SELECTIONS FOR RECITATION.

1.

For, lo, the winter is past, the rain is over and gone ;  
the flowers appear on the earth ; the time of the singing  
of birds is come, and the voice of the turtle is heard  
in our land. Sol. ii : 11, 12.

2.

The night is mother of the day,  
The winter of the spring,  
And ever upon old decay  
The greenest mosses cling.

Behind the clouds the starlight lurks,  
Through showers the sunbeams fall ;  
For God, who loveth all His works,  
Has left His hope with all.

—WHITTIER.

3.

Thou pulse of joy, whose throb beats time  
For daisied field, for blossoming spray !  
To dance of leaf and song-bird's chime,  
Set all the prose of life to rhyme.

Ring in the May !

—MARY ELIZABETH BLAKE.

4.

One afternoon, in sad, unquiet mood,  
I passed beside this tiny, bright-faced flower,  
And begged that he would tell me, if he could,  
The secret of his joy through sun and shower.

He looked at me with open eyes, and said :  
" I know the sun is somewhere shining clear,  
And when I cannot see him overhead,  
I try to be a little sun right here."

—WILLIS BOYD ALLEN.

5.

Apple blossoms, billowy brightness  
On the tide of May,  
Oh, to wear your rose-touched whiteness !  
Flushing into bloom with lightness

To give life away !

—LUCY LARCOM.

6.

#### WHAT THE JONQUIL SAID.

It is early, I know,  
Early and chilly :  
But I have an engagement  
With Daffy-down-dilly.

It's the time o' year  
For the litter and muss,  
And the gardens and borders  
Depend upon us.

MARY F. BUTTS, in *St. Nicholas*.

7.

#### THE RHODORA.

In May, when sea-winds pierced our solitudes,  
I found the fresh rhodora in the woods,  
Spreading its leafless blooms in a damp nook,  
To please the desert and the sluggish brook.  
The purple petals, fallen in the pool,  
Made the black waters with their beauty gay ;  
Here might the red-bird come his plumes to cool,  
And court the flower that cheapens his array.

Rhodora ! if the sages ask thee why  
This charm is wasted on the earth and sky,  
Tell them, dear, that if eyes were made for seeing,  
Then beauty is its own excuse for being.  
Why thou wert there, O, rival of the rose !  
I never thought to ask, I never knew ;  
But in my simple ignorance suppose

The self-same Power that brought me there brought you.

—EMERSON.

#### RAIN AND THE FLOWERS.

To the great, brown house where the flowerets live,  
Came the Rain with its tap, tap, tap !  
And whispered : "Violet, Snowdrop, Rose,  
Your pretty eyes must now unclose  
From your long wintry nap !"  
Said the Rain with its tap, tap, tap !

From the doors they peeped with a timid gaze,  
Just to answer this tap, tap, tap !  
Miss Snowdrop courtesied a sweet "Good-day !"  
Then all came nodding their heads so gay.  
And they said : "We've had our nap,  
Thank you, Rain, for your tap, tap, tap !"

#### II.—OTHER SELECTIONS :

"The Voice of the Grass." By Mrs. Sarah Roberts Boyle.  
"To the Dandelion." By James Russell Lowell.  
"May Evening." By William Cullen Bryant.  
"May." By H. W. Longfellow.  
"The Woods in May." By Walter Scott.

#### III.—FLOWERS OF THE MAY.

(This piece may be spoken by a child twelve or thirteen years old. As she says, "Here comes little Millie," enter a little child with a basket of spring flowers. The speaker should take the flowers from the basket as she names each one, the little child looking very happy all the time.)

A caller ! Who is it ?

To make me a visit,  
Here comes little Millie !  
How are you to-day ?  
And, pray, let me ask it,  
What is in your basket ?  
Ah ! now I can see ;  
It is flowers of the May !

In nosegays you've bound them ;  
I'll guess where you found them .  
These buds on the bough  
Of the apple-tree grew ;  
And under the shadow  
Of ferns in the meadow  
You gathered these violets,  
Tender and blue.

Your flower-bed, I fancy,  
Has given this pansy ;  
And close by the road,  
Grew these buttercups wild.  
O, flowers of the May, love,  
Are sweet in their way, love ;  
But sweeter by far  
Is a good little child.  
(Kisses the child.)

#### IV.—THE MAY. By six girls.

(May Queen should dress in white. Others have costumes trimmed with flowers that they represent.)

(Two young ladies standing together.)

First young lady :—

The children in our little school  
Have learnt the strangest play ;  
They all imagine they are flowers,  
And Lizzie is the May ;  
And here they come, and we must go ;  
They love to play at will—  
But step aside a little way  
And we can see them still.

(Exeunt young ladies.—Enter Mary, the Daisy ; Martha, the Buttercup ; and Alice, the Violet.)

MARTHA :—

Here, Alice, you stand close by me,  
And keep your eyes downcast ;  
For you're the modest violet  
And you will speak the last.

(Enter May Queen.)

MARY :—

Oh, welcome, welcome, queenly May !  
The daisy flower am I ;  
I kept my blossoms folded close  
Beneath the April sky ;  
But when the air grew doubly sweet  
With music and perfume,  
I knew that you had come indeed,  
And it was time to bloom.

QUEEN :—

Oh, welcome, little daisy flower !  
Your modest face is dear ;  
There is magic in your timid smile,  
(Turns to the Buttercup.)  
But, pray, whom have we here ?

MARTHA :—

Oh, welcome, Queen ! I wear the dress  
That once my mother wore ;  
You may remember having seen  
A buttercup before ;

They say I'm but an idle weed,  
As useless as I'm gay;  
But there was never yet a flower  
More loyal to the May.

QUEEN :—  
Oh, welcome! welcome! well I know  
Your sunshine-loving race:  
'Twere sad, indeed, if I had failed  
To meet your honest face.

ALICE :—  
Oh, welcome! welcome! lovely maid,  
I have not much to bring,  
I'm but the humble violet,  
The frailest flower of spring;  
But since, before the roses bloom,  
It must be mine to die,  
Oh, give to me one gentle smile,  
Oh, do not pass me by!

QUEEN :—  
Thrice welcome, little violet!  
I love your blossoms blue;  
'Mid all the flowers of spring there's not  
A dearer one than you!

(Enter young lady.)

Young Lady :—  
Oh, welcome! welcome! Queen of May!  
With garlands round your brow!  
And welcome all the train of flowers!  
Your mothers want you now.  
Right pleasant is your childish play,  
And bright the spring-time hours;  
But little children that are good,  
Are sweeter than the flowers. (Exceunt.)

—MACAULAY'S DIALOGUES FOR LITTLE FOLKS.

#### THE RICHEST PRINCE.

##### FROM THE GERMAN OF J. KERNER.

"Splendid," said the Prince of Saxon,  
"Is my land; her strength is fine;  
Silver yields her precious mountains  
Down in many a gloomy mine."  
"See my land's luxurious plenty,"  
Spoke the Elector of the Rhine,  
"Golden corn is in her valleys,  
On her mountains noble wine."  
"Mighty cities, wealthy convents,"  
Louis of Bavaria cried,  
"Place my land in point of treasure  
With your countries side by side."  
Eberhart, surnamed the Bearded,  
Wurtemburg's beloved Lord,  
Said: "My country has no cities,  
Yield her mounts no silver hoard;  
Yet a treasure holds concealing:  
None in forest is so blest,  
I my head can safely shelter,  
On each loyal subject's breast."  
Then cried out the Prince from Saxon,  
From Bavaria, from the Rhine:  
"Bearded Count? you are the richest;  
Tis your land bears jewels fine."

—M. O. GRAVES.

#### WHY?

##### BY S. C. CLARK.

*A Recitation for Two Boys.*

Why row against a mighty stream,  
Its ice-bound sources to explore,  
While with its current we may drift  
'Mid mildest air and blooming shore?  
  
The sources of the turbid streams,  
That drain the common earth below,  
Are free from all impurities,  
And beautified by heaven-born snow.  
  
Why stem the tide of an angry sea  
That serves to a land of fruits and flowers,  
While all before forbidding looks  
The sea unknown, and darkness lowers?  
  
The "unknown sea" in every age,  
Surrounds the fairest isles of earth,  
And fearful winds do guard them well,  
To measure the mariners' might and worth.  
  
Why seek the mountain's summit high,  
While tempting plains lie calm below?  
Can toil to reach that rocky height,  
Yield half so much as the vales below?

The distant view, the lofty point  
Alone reveals the vale's true worth;  
The body and the soul must climb,  
To know the noblest gifts of earth.  
  
The opposing forces of this world,  
Entice or hold us to the sod  
Of common thought or selfish aim,  
To keep us from our home with God.  
  
But every true and noble boy,  
That keeps the upward path of life,  
Shall make each foeman's strength his own,  
By overcoming in the strife.

Let's find the sunny side of men,  
Or be believers in it;  
A light there is in every soul  
That takes the pains to win it.  
Oh! there's a slumbering good in all,  
And we perchance may wake it;  
Our hands contain the magic wand—  
This life is what we make it.

In the Memorial Exercise, on page 245 of last week's issue, the types made us say "pike" instead of "pipe" that belonged to John Brown. Teachers should make the correction.

#### THINGS TO TELL PUPILS.

**A MURDEROUS SEA-FLOWER.**—Imagine a very large double aster, with a great many long petals of a light green color, glossy satin, and each one tipped with rose-color. But those lovely waving petals have to provide for a large, open mouth, which is hidden down deep among them. The instant a foolish little fish touches one of the rosy tips, he is struck with poison as fatal to him as lightning. He becomes numb, and in a moment more is drawn into the large greedy mouth. Then the arms uncloose and wave again in the water.

**NATURE'S WORKSHOP.**—What we call invention has been long since anticipated in nature. The finest file made by man is a rough affair when compared with a Dutch rush used by Cabinet-makers. The jaws of the turtle and tortoise are natural scissors. Rodents have chisel teeth, and hippopotami have adze teeth, which are constantly repaired as they are worn. The carpenter's plane is anticipated by the jaws of a bee. The woodpecker has a powerful little hammer. The burr-stones of mills are a copy of molar teeth. The hoofs of a horse are made of parallel plates like a carriage spring. The iron mast of a modern ship is strengthened by deep ribs running along its interior. A porcupine quill is strengthened by similar ribs.

**MOSQUITOES.**—Mosquitoes are produced from eggs which float on the water. When these are hatched they are little worms and seem to hang head downward, when they are called "Wrigglers." They change their skins several times, then become a kind of chrysalis in a little case or cocoon, which, like the caterpillar, they soon burst, and drying their newly found wings, they fly away into the air in search of food. Mosquitoes infest forests and marshy places in every country and in every climate; in cold Siberia and Lapland, as well as in the hot valley of the Amazon.

#### PERSONS AND FACTS.

The Central Labor Union of Illinois proposes to bring before the legislature a bill empowering the state to buy up the coal mines and run them in the interest of consumers and miners.

George R. Graham, once the publisher of *Graham's Magazine*, for which Edgar A. Poe wrote literary articles, is now an aged and almost friendless invalid in a New York hospital. Thirty-five or forty years ago he was a power in the literary world.

Commercial travelers talk of boycotting certain railroads, if the mileage rates are raised.

The Ohio legislature has passed a law establishing township organization, in place of the district school system.

It is predicted that there will be 15,000 teachers in attendance at the meeting of the National Educational Association, in Chicago next summer.

Henry Ward Beecher had a curious love for finger-rings and gave a great many away. He took a great delight in playing with gems and precious stones, and always carried in his pockets a choice variety. His taste was exquisite and his judgment of value extremely accurate. He often presented a ring to a friend. He would take a ring from his pocket, slip it on the recipient's finger and say nothing. He greatly enjoyed the surprise occasioned by such gifts, and it was to him all the response he desired.

One of the best known, and most successful of American authors of shorthand systems, Mr. D. P. Lindsley, now of Philadelphia, announces a new style—not a new system—especially adapted to literary uses, to correspondence, and general business purposes, outside of professional shorthand work. This has been Mr. Lindsley's leading object from the first; but he has never before fully completed his plan. He now announces a text-book embodying his revised scheme.

Mr. Lindsley is confident that the time is fast drawing on when this art will be taught in all our higher schools, and be used in all business and social transactions.

The report of the loss of the sailing steamer "Eagle," of St. Johns, N. F., is confirmed. Of the 200 men on board, not one survives to tell the story of the disaster. The vessel was last seen about 100 miles northwest of St. Johns.

Henry M. Stanley says in a letter, that the British government is losing its foothold in Africa.

Mr. Fairchild began his duties as Secretary of the Treasury on April 2. Judge Maynard was appointed assistant secretary.

John G. Saxe, the noted wit and poet, died in Albany March 31.

The Rev. Dr. Joseph Cummings, president of the Northwestern University at Evanston, Ill., has celebrated his seventieth birthday, and his friends have given him a purse of \$1,500 for a trip to Europe.

*The Decorator and Furnisher* for March, gives some good suggestions for apartment furnishings, and architectural and window designs; curious decorations; examples of ornamental iron work; stage-settings, stencil ceilings; ornamental lamps, and other matters within its province. The magazine is at once artistic and practical, and must be a welcome visitor in the home.

The Rev. Dr. Charles F. Deems, of the Church of the Strangers, in this city, has been invited to deliver this year's Commencement address at the University of Georgia.

President Dwight, of Yale, will be the guest of Judge Finch at Albany this week on his visit to attend the Yale Alumni dinner. They were college classmates.

Professor and Mrs. Goldwin Smith are in Philadelphia, and were entertained at dinner at Wootten.

Judge Albion Tourgee thinks the present generation has had three great apostles of the beautiful, Carlyle, Ruskin, and Beecher.

The Duke of Westminster, who is now sixty years old, has promised to give \$5,000 a year, during the remainder of his life, for the building of churches.

Prof. Francis M. Burtick, of Hamilton college, has accepted a professorship in Cornell University's new law school.

#### THINGS OF TO-DAY.

Arthur Tscheulin, aged thirteen years, was accidentally shot in the head by Bernard Reilly, a playmate, April 5, at New York grammar school No. 58. The bullet entered the brain. Reilly was arrested.

The inter-state commerce law went into effect April 5.

An equestrian statue of General Albert Sidney Johnston, who was killed in the battle of Shiloh, was unveiled in New Orleans, April 6. Jefferson Davis was the speaker of the day.

Six men were killed by an explosion of gas in a mine at Venita, Indian Territory, April 6.

A third track is being constructed on Third Avenue elevated railway. It is proposed to run express trains between Ninth Street and One Hundred and Twenty-ninth Street, night and morning, stopping at three or four intermediate stations.

The Secretary of the Navy has invited proposals from ship-builders of the United States, for the construction of five new war vessels.

Ten thousand men are at work on M. de Lesseps' Panama canal. It is expected to have it completed in 1889.

The prohibition amendment to the state constitution in Michigan was defeated, after a hard struggle.

The railroad commissioners of New York are preparing a report on the 3,500 railroad bridges in the state.

Miss Catherine L. Wolfe died at her home, 13 Madison Avenue, New York, April 4, leaving a fortune estimated at \$20,000,000. During her life, she gave away several millions to various schools and charitable institutions.

The King of Corea has memorialized the Chinese government to relieve him of his kingly office, and substitute a governor-generalship for the kingdom.

The United States Supreme Court has decided against the motion for an injunction restraining the collection of taxes from thirty-five National banks of New York City.

The British government has forwarded to Washington a proposal for the settlement of our dispute with Canada, which it hopes will help to more amicable relations between the Dominion and the United States.

The legislatures of Illinois and Nebraska have expressed by resolution their sympathy with Mr. Gladstone and Mr. Parnell, in their fight against the coercion bill.

Good Friday was observed in New York by the closing of the banks and many other places of business.

The government of Great Britain threatens to seize Tortugas island from Hayti to satisfy a debt.

President Cleveland, in answer to a communication from Massachusetts asking for the closing of American markets to Canadian fish products, says that the act of retaliation must be enforced, if at all, to maintain the national honor, and not to protect any particular interest.

Six steamships landed 4,273 immigrants at Castle Garden, April 8, an unusually large number, considering the time of year.

It is reported that Canadian Indians have been making raids into Montana, and that considerable property has been destroyed. This may lead to more complications with Canada.

Two shocks of earthquake were felt at Burlington, Vt., April 10. John T. Raymond, the actor, died at Evansville, Ind., April 10. The fine weather drew a large attendance to New York churches on Easter day. Large crowds visited Gen. Grant's tomb. Large meetings, in opposition to coercion, have been held in London.

The body is more susceptible to benefit from Hood's Sarapilla now than at any other season. Therefore, take it now.

## EDUCATIONAL NOTES.

## CONNECTICUT.

The teachers of South Norwalk, Conn., schools, E. S. Hall, principal, take the greatest number of educational papers of any school we have visited.

H.

## MISSOURI.

The reception recently given to Dr. and Mrs. Edwards in St. Louis, was a fitting token of the high esteem in which they are held by his old pupils and friends. Every feature of the banquet was a success, but the most interesting feature, perhaps, was the literary exercises, consisting of addresses from the following eminent persons:

W. T. Harris, LL.D., of Concord, Mass.; Ben Hunter, of California; Prof. C. M. Woodward, of Washington University; Hon. Frank E. Ritchey, a rising young lawyer of St. Louis, and one of the most eloquent and brilliant after-dinner speakers in the west; F. Louis Sordan, LL.D., ex-president of the National Teachers' Association; F. M. Crunden, who is always poetical, humorous, pathetic, patriotic, and eloquent; Prof. C. S. Pennell, and Mrs. Rose F. Fanning, who spoke on the "Infancy of the St. Louis Normal School."

## NEW YORK.

Teachers' institutes will be held as follows:

DATE.	COUNTY.	CONDUCTOR.
April 16.	Rockland.	Prof. H. R. Sanford.
" 18.	Suffolk.	Prof. S. H. Albro and C. T. Barnes.

Prof. Henry R. Sanford and Prof. Charles T. Barnes, conduct an institute at Chappaqua, Clinton county, April 11-15.

Prof. Alexander E. Frye, who taught geography at Round Lake last summer, has been re-engaged to fill the same position again.

## NEW JERSEY.

The teachers' institute for Essex county was held at East Orange, April 4 and 5.

It was under the leadership of Supt. Chas. N. Davis, Supt. Meleny, of Paterson; Prof. Apgar, of Trenton; Supt. Jacobus, of New Brunswick; Supt. Barringer, of Newark, were among the speakers present. State Supt. E. O. Chapman addressed the meeting on Monday evening; Supt. Edson, of Jersey City, was also present.

## NEW HAMPSHIRE.

At the recent school meetings, women were elected on the school committee in the various towns, amongst them being Mrs. Jane Labaree in Charlestown. Mrs. Caroline F. Emery in Canterbury, and Mrs. Abbie Dearborn and Miss Lillian O. Trickey in Jackson.

The spring term of the normal school at Plymouth, opened with a full attendance; nearly all of the old scholars have returned and many new ones. The class to be graduated in June will be the largest for many years, numbering about 25 members.

School meeting in Tilton Union district was largely attended by parents and those directly interested in the school. C. T. Almy, O. G. Morrison, and Clara C. Hill, were elected board of education. It was voted to raise \$400 in addition to what the law requires for school purposes. The re-election of the old board of education ensures the return of the teachers of last year, which is a source of congratulation to the district, as the best school for the last five years was kept last year.

O. B. Williams, Nashua's new superintendent of schools, is a graduate of Bowdoin, 40 years old, and has been principal of a grammar school in Haverhill, Mass. His salary will be \$1,000.

The *Dartmouth*, published by the students of Dartmouth College, has the largest circulation of any college paper, and is one of the best. Its subscription roll shows 1,100 names.

Kingston has voted to build two new school houses.

Newton has appropriated \$1,200 to re-locate and enlarge two school houses, and has voted to buy and own all the text-books used in the schools.

Concord. State Correspondent. ELLEN A. FOLGER.

## OHIO.

Defiance county teachers' institute was held at Defiance, March 28-April 1. The instructors were: Supt. C. W. Butler, Pres. S. F. Hogue, of normal college; Miss Ada V. Johnston, of Coshocton. An interesting program was carried out.

The Ohio state teachers' association will hold its next annual meeting in Akron, June 28, 29, and 30.

Prof. Wm. Dickore, of Cincinnati, and Dr. Ashman, of Cleveland, have been recommended for appointment as state chemists under the dairy and food commission law. Prof. Weber, of the state university is the local chemist.

The public exercises at the Portsmouth high school this year promise to be even of more than ordinary interest. In addition to other interesting events, a Latin play deserves more than ordinary mention. The drama is the well-known Latin play of the "Horatii and Curatii," and is under the personal supervision of Prof. Ed. E. Sparks. The speaking part will be delivered in the Latin language, and those taking part will be dressed in Roman costumes. A chorus of vestal virgins will be introduced, rendering a Latin song, and some very good features may be looked for.

The schools of Ohio quite generally expect to celebrate April 7, in commemoration of the first settlement in the Northwest Territory, at Marietta. Next year, boisterous "expositions" at Columbus, Cincinnati, Marietta, and other points in Ohio will be held, it being then the hundredth anniversary.

The recently adjourned general assembly has been a very disappointing one, as measured by the way in which it treated the bills for township supervision, and the teaching of the effects of alcohol and narcotics on the human system. Both bills were favorably considered by the House, but were lost in the Senate, lacking only a couple of votes of passage.

The new high school building at Canton was dedicated April 7.

Chas. C. Davidson, of Alliance, and M. Manley, of Galion, have been re-appointed members of the state board of school examiners.

Toledo is talking of returning to the use of corporal punish-

ment after about two years of getting along without it. Akron lost a \$50,000 school-building by fire recently.

Athens. State Correspondent. LEWIS D. BONEBRAKE.

RURAL SCHOOLS.—The chasm between the union and the country schools is plainly apparent. It is equally painful to study the difference between one rural school, and another one in an adjoining district. I am safe in saying three-fourths of the country schools are yet no more than machines whose teachers have no higher conception of their profession than hearing lessons. I have visited many. I find boys and girls from ten to twenty years of age, still repeating lessons from the old mental arithmetics which were discarded by leading educators nearly twenty years ago. It is sad to think we have in our country schools boys twenty years old who are unable to add two columns of figures. It is conceded by all that writing is too much neglected. The number of adults in the state who are practically unable to write, is far greater than the census tables show. Reading, in more than three-fourths of the country schools, is simply pronouncing words. Language lessons have been introduced into a few ungraded schools, but among the graduates of country schools there are but few who can write even a fair letter.

Such is the condition of our country schools. The cause is not difficult to determine. Our districts act independently of each other. If a district rises, it has no power to bring another up with it.

Our only hope was in the Albaugh bill, recently rejected by the Senate. Instead of three directors, each holding the office three years, provision was made for a new one, to be elected each year. We should have one director to each district, and the schools of the entire township be controlled by the township board or directors.

A few good, intelligent men in a township would not be influenced by chronic grumblers or selfish speculators as easily as ten or twelve chosen from the thirty or thirty-six, who are elected with hardly a thought of their qualifications.

Our three-director system has been condemned by every one of our school commissioners for twenty years or more.

White House. JONATHAN HUNT.

## SOUTH CAROLINA.

Mr. J. W. Kennedy is teaching at Fair View, Greenville county. Many grown young men and ladies attend his school. A joint-stock company has built a handsome house of six rooms for their teacher.

Prof. D. B. Johnson has withdrawn from the Carolina Teacher. Mr. W. L. Bell is now sole editor.

Col. J. H. Rice, state superintendent of education, made an address on education at Yorkville, March 24. A local correspondent of the *New and Courier* says the audience was small; the people seem asleep on the subject of education; that a graded school is needed there, and no efforts are being made to secure its establishment.

The white teachers of Greenville county organized a teachers' association at Simpsonville, March 25 and 26. Mr. W. D. Mayfield, county school commissioner, presid. Resolutions asking for a state normal college for white teachers (the colored teachers have one), was adopted. The papers were well discussed. The people of the community turned out in such numbers that the house would not hold them.

The county board of examiners of Sparrowsburg county have decided to have no county normal institute this summer. That county has more teachers than any other county in the state—122. Do the county authorities think there is no need of institute work—that all the teachers have already attained perfection?

There was a public exhibition at White Horse Academy on the evening of February 18. After the exercises on the part of the pupils were over, addresses were delivered by County Commissioner W. D. Mayfield, W. J. Thackston, and W. S. Morrison. Mr. J. B. Campbell is teacher there, and the patrons show their appreciation of his services by supplementing the public school fund, and running the school ten (10) months.

Prof. W. M. McCallin, of Pickens, has been elected president of the Female College, Laurens.

Miss Anna L. Scruggs has charge of the White Oak Academy, Butler Township, Greenville county. There was an exhibition at her school on the evening of March 18. After recitations, dialogues, and readings by the pupils, School Commissioner W. D. Mayfield made an address on education. The school runs eight months, the patrons supplementing the public school fund.

The county school commissioners of Anderson and Greenville counties have arranged to hold an inter-county normal institute of two weeks at Williamston, beginning July 11. In a private letter, Col. J. H. Rice, state superintendent of education, most cordially commends these commissioners for this action, and says he is trying to induce others to do likewise.

Mr. J. B. Smith and Miss Huff are in charge of the St. Albans school, Greenville county.

The patrons of East Gaut high school, Greenville county, have recently spent one hundred and fourteen dollars in buying school furniture. The school runs ten months, and numbers seventy pupils. W. T. Milner and Miss Lucia Charles are the teachers.

Rev. R. H. Bialoch is teaching at Fountain Inn, on Greenville and Laurens Railroad. He has about sixty pupils.

The citizens of Simpsonville, Greenville county, have built a good school house. Mr. A. M. Dawson is teacher.

Miss Pauline Alverson is in charge of the Hopewell high school, Greenville county.

Greenville. State Correspondent. W. S. MORRISON.

Supt. Wm. S. Morrison, of Greenville, reports that every colored teacher in his county takes an educational paper. The subscription list is an infallible thermometer marking the educational interest among the teachers. Blessed is the county superintendent who is so practically interested in educational progress.

## TENNESSEE.

The state industrial school law has passed.

The tax for common schools has been increased from 10 to 15 cents, but a bill to increase the common school fund to \$5,000,000 failed to pass the Senate.

Gov. Taylor has taken a strong stand in favor of more and better schools. The appointment of Prof. Smith, state superintendent, shows good judgment. He has not yet entered upon the duties of his office, but is busily engaged in corresponding with the various county superintendents, learning the special needs of each section, and soliciting their co-operation in his work. The superintendent of Haywood county is working to improve the county system, and especially to build up a graded city school in Brownsville.

Eureka. State Correspondent.

W. D. POWELL.

## WASHINGTON TERRITORY.

At a meeting of teachers held recently in Thurston county, Mrs. Pamela C. Hale, county superintendent of schools, read a very sensible, practical paper on "Forbearance of Speech." The following is an extract:

"How like the woodman's ax harsh words cut and mangle the sensitive heart-strings, and destroy peace of mind and contentment of soul. But upon second thought I find the sentimental view dissolving, and a more practical picture presenting itself. We live under conditions when it seems necessary to have common sense to hold sentimentalism in abeyance. The grand old forest tree must not stir the heart or stay the arm of the woodman; the ax must be laid at the root of the tree; the soil that supported it in its beauty and grandeur must nourish life of a higher order. Orchards and gardens will thrive where the monarch of the forest has fallen. In exceptional cases only can we say, 'Woodman spare that tree.' So it is in the exercise of speech; for the common good of pupil, child, companion, or friend there should be little forbearance in the use of forcible Anglo-Saxon words. With children, whose physical and mental training devolves upon us, it must be line upon line and precept upon precept. From hard, waspish rasps we may forbear, but from chidings, admonitions, and firm commands we must not desist. The mind of a child is like a garden; the weeds which seem to spring up spontaneously must be rooted out by a discipline, firm if not severe. The forbearance of superfluous words, and the judicious exercise and enforcement of the two short ones, yes and no, would bring about wonders in the management of children."

## WISCONSIN.

Prof. A. Markham, principal and proprietor of Markham Academy, at Milwaukee, died of pneumonia, Feb. 28. He was a native of Massachusetts, and graduated from Brown University in 1857. He immediately came to Wisconsin, after completing his education, and during the following year was appointed principal of the first ward school in Milwaukee, which position he held two years. From 1859-64 he was superintendent of schools at Niles, Mich., after which he returned to Milwaukee and established the academy which made him so famous, and which he conducted at the time of his death. For the past twenty years he has been one of the leaders in the state in the work of preparing young men for college. Some of the brightest men in the state and the West are graduates of his academy. He was a thorough gentleman by education and instinct, very clear-headed and amiable in disposition.

Mr. T. E. Addy, of Janesville, has presented to the high school of that city a valuable collection of geological, zoological, and botanical specimens.

A summer school of science is to be opened in Madison next July. The committee of the Wisconsin teachers' association, appointed for that purpose, are rapidly maturing plans for providing instruction in botany, physics, physiology, chemistry, Latin, and physiology, adapted especially to the needs of high school teachers. Educators of wide experience and high attainments are being secured for this school. The work is to be thoroughly practical, and tuition will be as low as possible, in order to bring it within the reach of all teachers in the state. The term will be four weeks, and the cost of tuition, with full privileges of the school, will probably not exceed ten dollars for each member. Madison has valuable and extensive libraries, and its attractions for summer pleasure are unsurpassed by any city in the West. The project is receiving the warmest support of the best teachers of the state, and there is every indication that it will prove a grand success.

Active preparations have begun in many schools for the exhibit at the national convention in Chicago next July. Three thousand dollars have been voted by the legislature to defray the expenses of the same, but the success of the undertaking ultimately depends on the great body of teachers who have the preparation of the manuscripts in charge. It is not too early to prepare the material at this time, and all teachers should use their influence in exciting an interest in this matter, that Wisconsin may be worthily represented in Chicago.

A new proof that woman is man's peer in intellectual ability, and not his inferior, as some vain and mistrusting fables would have us believe, is furnished by the following news paragraph from Madison:

At a meeting of the faculty of the state university recently, first honors were awarded to Miss Imogene Hand, Racine; Miss Mary Tenney, Chicago, both of the modern classical course. Second honors were awarded to Miss Katherine Allen, Madison, modern classical; Miss Emma Drinker, Kilbourn City, English course; Oscar Hallam, Madison, ancient classical; James R. Thompson, Racine, metallurgical course; Arthur J. West, Milwaukee, mechanical engineering course.

Mr. C. A. Hutchins, formerly principal of the high school at Fond du Lac, and an educator of recognized ability, has been chosen to succeed the late Prof. Markham, of Markham's Academy, Milwaukee.

A majority of the principals of the Milwaukee public schools have voted against the introduction of "turning," or physical culture, on the ground that the time required for the exercise cannot well be spared by the intellectual department. This may all be, with the curriculum as at present constituted; but would it not be advisable to modify things a little, in the interest of health and consequent happiness?

St. Francis. State Correspondent.

E. A. BELDA.

## NEW SOUTH WALES.—(Continued.)

Sixth class schools have an average attendance of not less than fifty nor more than one hundred. Fifth class schools have an average attendance of not less than one hundred nor more than

two hundred. Fourth class schools are divided into a boys' and girls' departments—all the others, from fifth class down to the tenth are mixed schools; fourth class schools must have an average daily attendance of not less than two hundred, nor more than three hundred in two departments. Third class schools are divided into three departments—boys', girls', and infants'; and the average daily attendance must not be less than three hundred nor more than four hundred in three departments. Second class schools must have an average daily attendance of not less than four hundred, nor more than six hundred in three departments—boys', girls', and infants'. First class schools have an average daily attendance of not less than six hundred in three departments—boys', girls', and infants'.

Any school in which twenty pupils may be found who have completed the complete course of instruction for a fourth class may be declared a superior public school, in which a fifth class can be formed; and the class is worked to accompany the subjects for the junior public examination of the Sydney University.

To get a second class certificate, teachers must get practical skill from the inspector's report at the inspection for results. If the maximum is fixed at ten, the necessary practical skill for second class is six-tenths for II. B, and seven-tenths for II. A, and a similar percentage of marks from a written examination in the following subjects: reading, writing, arithmetic—including mensuration, grammar, political and physical geography, history, literature, art of teaching, drawing, vocal music, and sanitary science for female teachers. The alternative subjects for male teachers are Euclid, and algebra or Latin, and for female teachers either French, or Latin, or Mathematics, or any two sciences out of physics, chemistry, geology, zoology, botany, physiology.

To obtain a first-class certificate, the candidate's practical skill from the result of inspection must not be less than eight-tenths for class I. B; and nine-tenths for class I. A, and a similar percentage from the written examination. The subjects are reading, writing, arithmetic, mensuration, grammar, geography, art of teaching, drawing, vocal music, history, literature, and sanitary science for female teachers. The alternative subjects for male teachers are algebra, Euclid, or plane trigonometry; or Latin, Greek, French, German; or any four sciences from natural science, chemistry, geology, zoology, botany, physiology, or sanitary science; or Euclid, algebra, Latin; or Euclid, algebra, or two sciences; or Latin, or any two sciences out of chemistry, physics, physiology, and geology. The alternative groups for females are either French, German, or Latin; or Euclid and algebra; or any three sciences out of experimental physics, chemistry, geology, zoology, botany, and physiology.

The next report will be the subjects taught in the ordinary public schools.

#### PROF. GEO. E. LITTLE.

Prof. George E. Little, of Washington, D. C., is rapidly attaining a national celebrity as an institute conductor and lecturer. He has already traveled over a wide field in his educational labors, having been engaged in educational or lyceum work in twelve different states, and in Pennsylvania alone he has conducted institutes in sixty-five of the sixty-seven counties. In 1885, Prof. Little visited the art institutions of London and Paris. Since his return, his lectures and chalk talks have become so popular, that in order to meet the demand of lecture courses, he has been able to devote only part of his time to education. He has probably addressed more teachers than any other one man living, of his age. Teachers recognize him one of the foremost educators of the day, as well as one of the most entertaining and instructive of speakers. While the "Rapid Crayon Artist" delights his audiences with his humorous sketches, he never forgets his position as teacher, and incidentally, but very effectively, a point is always made in favor of temperance, and against the use of tobacco.

#### NEW YORK CITY.

The public schools are always closed on Good Friday, but a petition this year, signed by nearly 1,800 teachers, was presented to the board of education asking that two additional days be granted. The winter session extends from January until the summer vacation, and it was urged that a few days' rest would be of great advantage to the pupils as to the teachers. It was decided to let the schools remain closed as requested.

Mr. Thomas G. Williamson, principal of grammar school No. 10 in Wooster street, slipped on the stairway of the Third avenue elevated station at 90th street, on Wednesday night of last week, falling and striking on his head. He was taken home unconscious and soon after died. Mr. Williamson had remained at the school late to attend to some special duties and he was on his way home when the accident occurred. He has been principal of No 10 for eight years.

George Alexander Bickles, a young colored man from Long Island, was admitted last week into one of the classes at the school of the Art Students' League, in West 14th street. He satisfied the examining committee that he had the proper amount of skill in drawing, and was able to pay his bills. Although no colored man had ever been a student in the school, or even applied for admission before, the committee promptly decided that he was as eligible as any one else. Mr. Bickles went into the antique class, which meets in the morning. There were about ninety young men and young women in it already, many of them from the South. An attempt was made at once to draw a sort of color line on the ambitious young negro draughtsman. No complaint was made to the managers, but during a recess the other day it was decided to hold a meeting to sit, as it were, on Mr. Bickles' rights to study antiques. A vote was taken on the question of remonstrating about his presence in the class, and the averted party lost. There are still some murmurs of indignation, but nothing could be done after the vote in Bickles' favor, and he will probably be unmolested by the sticklers on the color line hereafter.

Rev. C. C. Goss, who has been laboring for the past twenty-five years among the poor of New York City, has opened a bureau in connection with the People's Mission, 97 Varick street, where legal advice will be given free of charge, and where matters of dispute of a civil character will be adjusted. A number of legal gentlemen have identified themselves with the movement, and will be

in attendance at the bureau Monday evenings, from seven to nine.

At the Art Students' League, 38 West 14th street, Saturday evening April 2, an exhibition of decorative work was held. There were designs for glass windows by F. Crownfield and Elihu Vedder, a set of tiles by Mr. Volkmar, wall-paper designs by Miss Dow Wheeler, original studies for the "Blessed Damozel" by Kenyon Cox, Mr. Shirland's "Dawn," and cartoons for "the chase;" Photographs of decorations in Mr. Vanderbilt's house. Mr. Lathrop's cartoon for the Apollo above the stage in the Metropolitan Opera House was hung at one end of the room, and near it illustrations of decorative furniture published in the *Art Age*. Among the sculptures were heads by Mr. J. S. Hartley, bas-reliefs by Mr. Elwell, G. L. Brewster, and Mr. Olin Warner. Mr. Frank Fowler had some water-colors, Mr. Emil Carlsen an unfinished picture of peonies very strongly painted; Miss Rosina Emmet, Mr. J. F. Carroll Beckwith, Mr. J. F. Sargent, Mr. W. N. Low, Mr. and Mrs. T. W. Dewing, Mr. Mowbray, and F. D. Millet, were represented.

The receptions that have been held every month in the League during the season, have been specially interesting; new work, studies for pictures, sketches that are never seen out of studios, are gathered, the rooms are tastefully decorated, and the students with their friends meet for a pleasant evening. We are glad to see prosperity attending the Art Students' League, and learn that it will soon move into larger and more commodious quarters.

#### DISTRIBUTION OF PRIZES AT THE EVENING HIGH SCHOOL.

On the evening of April 5, the students of this school and their friends assembled in the large room of the primary department of school No. 35, in Thirteenth Street, near Sixth Avenue, to witness the presentation of prizes for the best specimens of drawings, executed by these students during the term then ending. The walls of the large room were covered by these of every variety, and a number of free-hand, mechanical and architectural drawings, were exhibited to the visitors, who had an opportunity to observe what these young men had accomplished during the past winter. They were highly appreciated, and called forth complimentary expressions from those present, who had carefully examined the handiwork of the classes. The principal, Mr. Jacob F. Boyle, introduced Dr. Thomas Hunter of the Normal College, himself an expert, who, in presenting the prizes, took occasion to commend the drawings as equal, if not superior, to any that he had ever seen in that school, especially those from models, which, if they were exposed for sale would command a high price. He expressed his regret that such superior works of art had to be exhibited in such a room, and hoped that next year the board of education would permit the hiring of a suitable hall, where the public could have an opportunity of viewing their excellence, and where the meritorious students could receive their medals and awards in the presence of a crowded audience, as was formerly permitted. Com. Wood, whose interest in the school has not abated, made an earnest address, concurring with Dr. Hunter in the expressed wish that the students should next season have an opportunity of exhibiting, in a suitable hall, such excellent works of art as the audience saw on the walls of the room. He spoke of the progress made by the school in the various studies, and commended the industry and ability of the students, who had made sacrifices in order to acquire the coveted knowledge. He alluded to Dr. Hunter, who began his life as a teacher by instructing a class in drawing in that building, and as the first principal of the school, laid the foundation of its subsequent success. He was followed by Com. Schmitz, who complimented teachers and students on what had been accomplished during the season, and trusted that next year a larger room would be provided for the exhibition, as had been spoken of by previous speakers. The exercises closed by an address by Assistant Superintendent Jones, who was present on the first evening the school assembled in 1860, and who congratulated those in attendance on the success which had attended the labors of teachers and students during the present term, when the average attendance had been 1,005!

The prizes were awarded as follows:

The Ivens gold medal, first prize for mechanical drawing, to Henry Klittler; gold medal for architectural drawing to John W. Muldoon; the Weber gold medal for the best specimen of perspective drawing to George A. Marshal, a colored boy; the Mackey gold medal for the best example of the orders of architecture to William E. Downs; the Loos silver medal, second prize for mechanical drawing, to John F. Hart; the instructors' silver medal, second prize for architectural drawing, to William J. Howden; Tiffany & Co.'s gold medal, for greatest improvement in drawing from antique cast, to George Traut, Jr.; the Mitchell, Vance & Co.'s prize, consisting of two bronze, for the greatest improvement in drawing the human head and figure, to Walter A. Weber; the Faber first prize, (drawing instruments), for greatest improvements in drawing historic ornament, to John Dempsey; the Faber second prize for greatest improvement in drawing animals, to James A. McInee.

What has been accomplished in manual training in this school is not generally known, and yet thousands since it was organized have been instructed in this art, and thereby their usefulness has been of great service to themselves and also to the community. Tens of thousands of young men in the past score of years have also been instructed in the higher branches of learning, including commercial arithmetic, bookkeeping, anatomy, physics, history, etc., and so qualified for the discharge of the active duties of commercial life, and to secure eminence in the various professions.

It is sad to be compelled to record that Mr. Thos. G. Wilkinson, whose ability as a teacher of drawing in this school, and whose success had been of a marked character, was accidentally killed by falling down the steps of the elevated road, corner of Ninety-ninth Street and Third Avenue, on the evening that the school closed. He was on his way home, and had left the train to go to his residence in One Hundred and Third Street. Mr. Williamson was Principal of Grammar School No. 10, in Wooster Street, and was highly beloved by his teachers and pupils for his affability and uniform kindness. He leaves a widow and seven children. He had an inscription on his life in several organizations for \$7,000, which will be some help to his family, who have been so suddenly bereaved. The funeral exercises took place on Sunday afternoon, in the Reformed church in One Hundred and Twenty-first street.

first street near Third avenue. The house was crowded by personal friends and members of the Teachers' Association, Masonic Lodge, and other organizations. Supt. Jasper and one of his assistants were in attendance, and Dr. Hunter, J. T. Boyle, principal of the evening high school, and Com. Crary were pall-bearers. The services were impressive, the address of the pastor very eulogistic, and the burial service of the Lodge was performed by Mr. McClosky of G. D. No. 37, in a manner calculated to make a deep impression on all who were present. The class in drawing, which the deceased taught until the evening of his death was in attendance, showing the high regard which they entertained for one who had so faithfully taught them.

We are pained to record the death of Principal Charles McGregor, who died March 31 in this city. A full account of his life will appear next week.

#### BROOKLYN.

Dr. Robert F. Leighton, the Principal of the Central Grammer School, has been asked to send in his resignation, but has refused to do so. The central school committee of the board of education considered the matter with closed doors on Saturday night, but none of its members would indicate the nature of the charges against Dr. Leighton, who says he courts the fullest investigation as to his management of the school.

#### LETTERS.

**EXAMINATIONS IN PRIMARY GRADES.**—1. In the primary grades, what kind of examinations are most profitable? Is it ever best to try written examinations?

The best kind of examinations, especially in the primary department, are those that test the growth of character. Character is made up of mental, moral, and physical qualities and powers. These require feeding and pruning, according to the individual. By watching a teacher at work, an examiner, whose ideal is perfected humanity, can judge whether progress toward that end is going on under her hand. The prevalent mode of asking questions in the three R's is wrong, for three reasons. First: It does not test the harmonious growth of the human tree, but that of a few branches only. Second: By applying this partial test, it tends to produce an over-cultivation of the branches thus periodically measured, to the neglect of the moral and physical nature, and to that of some functions of the intellect. Third: It is unfair to the teacher, since immediate "results" are as often beyond as within their control.

E. E. K.

**PREPARATION FOR TEACHING.**—Which would you advise a young man to do: go at once to college, or take a year's course at some normal school, as he wishes to become a teacher, and afterwards take a college course if he found it necessary?

SUBSCRIBER.

We should advise a young man, who can command the time and money, to take as thorough a course as possible in some first-class college, where he can receive the mental discipline and technical knowledge necessary in order to solve the problems of business or professional life. Professional studies should always follow academic preparation. No one can set up house-keeping, no matter how much furniture he may have, without a house to live in. A thorough mental discipline stands in the same relation to professional study, as a house does to the furniture it contains, and the knowledge necessary to do the work in it.

**TRUANCY.**—How shall I manage boys who play truant in spite of everything that can be done, and who will not study when in school?

H. V. L.

If you have tried everything, the question is settled, and there is nothing to suggest. You may have tried every means that seems honorable to a teacher. If the usual incentive will not bring these boys to school, try unusual ones. Never give up. Buy them, bribe them, give them little duties to perform that demand their attendance every day, and for which they shall receive some little reward. If they dislike study, and will not study, find out what they do like, and make the performance of it as educative as possible. Discipline can be derived from other things besides books. Place yourself on a level with these truants, and lead them along, following as nearly as may be the bent of their activities, never comparing them with what they ought to be, or with other boys; but, taking them just as they are, lead them along into what it is possible for them to become.

**A CORRECTION.**—By the omission of a sentence in the article on St. Valentine, under "Things to Tell Pupils," in our issue of March 19, we are guilty of an anachronism. By some strange fatality in condensing the article, the sentence was omitted that stated that the Romans had long observed a similar custom during the feast of the Lupercalia, which was celebrated in February. This is the custom referred to which may have been introduced by Caesar's soldiers.

**DID PESTALOZZI FAIL?**—What right has Prof. Payne to say "Pestalozzi failed in his modest undertaking?" Are the great man's results dead because he lies in his grave? I fear the mischief done by Prof. Payne in influencing weak thinkers will not end with the life of the pragmatist.

E. E. K.

No right to assert it as a fact, but a perfect right to give it as his opinion.

## BOOK DEPARTMENT.

## NEW BOOKS.

**THE MERRY MEN, AND OTHER TALES AND FABLES.** By Robert Louis Stevenson. New York: Charles Scribner's Sons. \$1.00; paper, 35 cents.

All who read this volume will admit that the author has remarkable descriptive power; this, combined with his appreciation of dramatic situations and intense love of nature, has enabled him to produce a most interesting work. The opening tale of the "Merry Men," which are the waves that wash the shores of a sea-girt isle, treats of love, shipwreck, and a murder mystery. The climax, the death of the insane murderer, is reached through a succession of masterly touches. "Will o' the Mill," the subject of the next sketch, is a youth who longs for a wider sphere of action than his mountain home affords him. This longing passes away, and even love leaves him as it found him in the secure enjoyment of his quiet life, until death calls him hence. In the tale of "Markheim," is shown with great dramatic power how the murderer, in spite of his efforts at concealment of his crime, rushes to his doom. The Scotch dialect is used with fine effect in "Thrawn Janet." The tale of "Olalla" will be greatly enjoyed. Olalla is a beautiful maiden, about whose family lurks a dark mystery; and hence, the love that she excites and returns before a word is spoken either by herself or her lover, is cast aside. She takes her farewell of earthly happiness and accepts sorrow as her portion. "The Treasure of Franchard" will not be found the least interesting tale in the book, and from it a moral may easily be drawn. The author possesses the poet's faculty to a large degree. He knows the power of suggestiveness, and his graceful pen makes nature instinct with life.

**THE STUDY OF LATIN IN THE PREPARATORY COURSE.** By E. P. Morris. Boston: D. C. Heath & Co., Publishers. 184 pp. 25 cents.

Very much that would be of permanent value is lost to those whose profession is the theory or the practice of teaching, from its very bulk. A book may be excellent, but it may also be diffuse and wide-spreading. Hence, the weary student or teacher, will let it lie, as so much of an effort must be made in order to select the most needful and immediately necessary part. To obviate this difficulty, "Monographs on Education," are being prepared by specialists, consisting of essays, which, from choice of matter, and practicality in treatment, will be of unquestionable value to teachers. This number, on the Study of Latin, by Profes- or Morris, was written at the request of the Conference Committee of Williams College. A few notes have been added, but it is mainly unchanged; and coming, as it does, from so gifted a pen, this "Monograph" will be one of great and immediate use both to students and teachers of Latin.

**WILLIAM SHAKESPEARE.** By Victor Hugo. Translated by Melville B. Anderson. Chicago: A. C. McClurg & Co. 424 pp.

The author's original incentive in producing this book, was the desire to introduce the new translation of Shakespeare to the public. In contemplating the great poet, all the questions relating to art arose in the mind of Victor Hugo, and to deal with these questions was to set forth the mission of art, and the duty of human thought toward man. With such an opportunity for speaking true words, the author felt an obligation imposed upon him that was not to be avoided, and he has not hesitated to take every avenue of approach to these complex questions of art and civilization. As the translator presents this book to the friends of Shakespeare, he acknowledges that it belongs to the literature of power rather than the literature of knowledge; and, in his part, has deemed it his duty to reproduce the text faithfully. He maintains that the work is mainly to be prized as a masterly statement of the author's ideas concerning the proper relation of literature to human life. The book is divided into three Parts, which are again divided into Books. Part I.—Book I., treats of "Shakespeare's Life;" Book II., "Men of Genius;" Book III., "Art and Science;" Book IV., "The Ancient Shakespeare;" Book V., "Souls;" Part II.—Book I., "Shakespear's Genius;" Book II., "Shakespeare's Work;"—The Culminating Points;" Book III., "Zoilus as Eternal as Homer;" Book IV., "Criticism;" Book V., "The Minds and the Masses;" Book VI., "The Beautiful. The Servant of the True;" Part III.—Book I., "After Death; Shakespeare; England;" Book II., "The Nineteenth Century;" Book III., "True History; Every One Put in His Place." It is plain to be seen, that a book with such a strong delineation of so strong a man, by so renowned an author, must take a high stand in the field of literature.

**THE LAY OF THE LAST MINSTREL.** By Sir Walter Scott. Bart. Edited, with Notes, by William J. Rolfe, A.M. Illustrated. Boston: Ticknor & Co. 75 cents.

Admirers of the Scottish poet and novelist will eagerly welcome this edition of the "Lay of the Last Minstrel," which Lockhart declared was the most natural and original of all Scott's poetical productions; and, as genuine touches of nature always find a response in the hearts of men in every age, the favor with which this poem was first met will doubtless be rivaled by the popularity of this little volume. In the poem the human and supernatural elements are blended in such a charming manner, that those who have read it once are drawn to it irresistibly again. It deals with elves, goblins, and other spirits, and with warriors of the olden time, and contains some of the great poet's finest descriptions of Scotland's ruins and of romantic spots in the land of heather. It has been well said that the supernatural element, "so far from being an excrecence, overhangs, encompasses and interprets the human element in the story." The "Lay" is edited on the same plan as its predecessors, "The Lady of the Lake" and "Marmion"; and, as in those, the illustrations are from the publishers' holiday edition. The text has been carefully compared with the earliest editions, and all of Scott's notes are given in full. These are of great help in giving an insight into the manners and customs of the Border, where the scene of the poem is laid.

**THE ECLECTIC GUIDE TO HEALTH; OR, PHYSIOLOGY AND HYGIENE.** Van Antwerp, Bragg & Co. Cincinnati and New York. 189 pp.

The subjects of physiology and hygiene are, at the present day, taught in a most practical and useful manner. Little children, even, must now receive primary instruction upon the most essential points. It cannot be laid at the door

of the scientists and authors, if physiology is not now taught well in the schools. Upon examination, this volume will be found to treat the study with special reference to alcoholic drinks and narcotics, and their effects upon the human system. The succession of topics is such as long experience has decided is the best. The simple parts are studied first, and the more complex and difficult last. Each subject is presented in a methodical manner, and topical outlines are given in connection with the different chapters, to guide the teacher and pupil in systematic study and recitation. In giving the vital processes, and in the examination of any large organ, the structure and use of its parts are first given, then hygiene follows closely. As physiology is now taught in common schools in order that pupils may gain a practical knowledge of the nature and use of the body, so that they may be impressed with the necessity of taking greater care of so important a portion of themselves, this book will be found of great use, as the subject matter is presented in plain style, with the use of common words instead of the usual technical terms, and anatomy in its details is made subservient to the more important consideration of physiology and hygiene. This volume is arranged in accordance with the teachings and requirements of the Woman's Christian Temperance Union, which has done so much toward bringing before young people, especially, the evils resulting from the use of alcohol and tobacco.

**TAKEN BY SIEGE.** A Novel. Philadelphia: J. B. Lippincott Company. 294 pp. \$1.25.

Why the author of this book, whoever he may be, should have given it the title it bears, is not quite clear. But the story is a good one, nevertheless, and written in a very attractive and pleasant style. The hero, Rush Hurstone, commences at an early age to develop a great taste for journalism, and soon we find him in New York, where he has decided to make a desperate effort to gain a footing—even at the bottom of the ladder. He succeeds, of course, as almost any determined young man will. To follow the course of his career for a few years, through follies and wisdom, makes a book of good size. The first act of our hero, almost as soon as he arrives in the city, may seem like a foolish one—he attends the opera and falls desperately in love with the beautiful *prima donna*. That, for a poor country boy, seems an unwise thing; but he succeeds in winning her, as well as rising pretty nearly to the top of the ladder, before the close of the book. The characters all through are well sustained and true to life.

**RED BEAUTY.** A Story of the Pawnee Trail. By William O Stoddard. Philadelphia: J. B. Lippincott Company. 368 pp. \$1.25.

There is an excitement and thrill felt in the reading of stories of adventures among Indians, which passes through the reader, always, and such as is rarely felt in reading any other kind of stories. This one, from the facile pen of Mr. Stoddard, is not entirely a story of Indian life and terror, but it brings in a good many very interesting characters which really are the important ones, and which open and close the story. The plan of the book is arranged after the following order: A young man of intellect and refinement leaves his home on account of a disappointment in his lady-love. He goes west, and locates on the border of the Pawnee Trail. Other settlers go there and locate. They are exposed to the depredations of a small party of Pawnees, led by an ex-convict from Sing-Sing, the son of a wealthy New York banker. He goes as far wrong as possible in every way almost; and is finally killed by his own band of savages. All through the book a steady interest and fascination is continued, and any one who has read other writings of Mr. Stoddard, will be apt to say that this is one of the most thrilling of his stories.

**SCRIPTURE READINGS. SELECTED FOR THE USE OF SCHOOLS.** By E. D. Morris. D.D., LL.D. Van Antwerp, Bragg & Co. Cincinnati and New York. 294 pp.

The general purpose of Dr. Morris in compiling this book has been to furnish a series of selections from the Scriptures, which may be available for the use of schools as opening exercises, and it has been the aim of the compiler to supply a collection of such passages as may be of practical service to teachers. In making the selections, the doctor has taken them chiefly from the *King James Version*; part, however, are from the *Revised Version*. Some Psalms and passages from the *Bishop's Bible*, some from the *Douay Bible*, the *Coverdale Bible*, and the *Tyndale Version*, are also given. In the first half of this collection the great truths of religion, as presented in the Old Testament, are found; in the second half the selections are from the New Testament. Dr. Morris offers these selections of wise and good sayings from the Bible to all who call themselves teachers. As an instructor himself, he feels well assured that this valuable contribution will tend to promote the highest success of schools and teachers in the furtherance of good morals and virtue. There are one hundred of these choice selections, and among them will be found the most stirring, dramatic, and thrilling of Bible history, as well as the sweetest, most comforting and encouraging. Dr. Morris has shown great skill and wisdom in their arrangement, and the heading or title of each selection gives an insight to the subject. Such a book as this should lie upon every teacher's desk, as it cannot but be the greatest aid to a wise selecting of a needed passage of Scripture.

**UNCLE MAX.** By Rosa Nouchette Carey. Philadelphia: J. B. Lippincott Company. 381 pp. 50 cents.

This is one of Miss Carey's most pleasant stories. Uncle Max, a young man, is a clergyman, a kind, genial, thoroughly good man, who takes a special interest in Ursula his niece, a young lady whose life has been a sad and rather forlorn one, to the time of the opening of the story. A good many characters are introduced, some of high, and some of low station in life, and all are well sustained, and before the book closes, all is so comfortably arranged for the reader, that each character receives his deserts. Altogether, the story is a very good one.

**PURE GOLD.** A Novel. By Mrs. H. Lovett Cameron. Philadelphia: J. B. Lippincott Company. 405 pp. Price, 75 cents.

Cragstone Edge, upon which this story opens, was an old English tower of grey granite, built centuries ago, as recorded by the author of this story. Here lived Michael Gale, a solitary, miserly, old man. There is a good deal in the old tower and its surroundings that is woven into this story of "Pure Gold," which helps to make it a very entertaining story. Two nephews, also, are introduced, one a worthless, idle young man, is considered, and announced by Michael Gale, as his heir. He expects the fortune and

does not receive it. Finally, the other, a most sensible, industrious young man, a poor clerk, also Mr. Gale's nephew, does not expect the fortune, and does receive it. A good many different persons are brought in to help make the story a good one, and Mrs. Cameron has succeeded in maintaining a life-like representation of all. She is a pleasant writer, and this is one of her best novels.

**MASTERS OF THE SITUATION; OR, SOME SECRETS OF SUCCESS AND POWER.** By William James Tilley, B. D. Chicago: S. C. Griggs and Company. 338 pp. \$1.25.

The writer of this book, with a good deal of success, has pointed out some of the secrets by which many of the great men of the world have attained their high position, showing the reason why the faint-hearted fail, proving that they believe in all things save themselves, and that they too often lack the courage to go out in pursuit of life's rewards and prizes. The arrangement of the volume consists of a series of essays, twelve in number, which discuss the following topics: Promptness, Individuality, Application, The Single Eye, Habit, Health, Enthusiasm, Manners, "Wait," Opportunity, Genius, and Masters of the Situation. These essays are full of good things, in the form of anecdotes, and illustrations, combined with the instruction and advice of the author. In a most happy way, Mr. Tilley has prepared a book which will prove of great value in the promotion of improvement in morals, manners, and ethics. It is designed more especially for young people, and will be welcomed by them for its brilliant stream of anecdote and illustration, which, while entertaining, will also furnish them a key to the success they aim at and desire.

**THAT OTHER PERSON.** A Novel. By Mrs. Alfred Hunt. Philadelphia: J. B. Lippincott Company. 315 pp. 50 cents.

One can scarcely imagine a more perfectly English story than this one, for the book opens in London when it is enveloped in one of its most noted, impenetrable, yellow fogs. Everybody seems to get on the wrong path, and on arriving at his own door, after a series of queer experiences, he finds that it is not his own door, after all. An acquaintance, begun by chance, this foggy day, ripens into a friendship which extends throughout the book, and is the origin of a very pleasant, well-written story. The persons met with and portrayed by Mrs. Hunt, are of a variety of characteristics, the Treherne family, in connection with Mr. Doyle'sford, of Doyle'sford Castle, being the most prominent. Any one wishing to be entertained during a leisure hour, will enjoy reading this story.

**ELEMENTS OF PHYSIOLOGICAL PSYCHOLOGY.** A Treatise of the Activities and Nature of the Mind, from a Physical and Experimental Point of View. By Prof. George T. Ladd. New York: Chas. Scribner's Sons. 696 pp. \$4.50.

In the future, more than in the past, the brain will be studied as the organ of the mind. The most important movement in psychology in recent times is the effort to study the phenomena of mind from a physiological point of view. Phrenology attempted to localize the organs of the mind by means of certain protuberances of the cranium. Psychometry investigates the parts of the brain itself, and localizes the correlations of the nervous mechanism and the mind. Physiological Psychology is a combination of the two sciences, psychology and physiology. It cannot claim to be an independent science, but simply psychology approached and studied from a physiological point of view. This work of Professor Ladd contains in its six hundred and ninety-six pages, more information on this most interesting branch of mind science than any similar work in the English language.

It explains as completely as possible the structure and functions of the nervous mechanism, and then sets forth the various relations in which its action, under stimuli, stand to the phenomena of the mind. The author's fundamental thought is that a human being is mind and body, and not a bodyless spirit, or a mindless collection of moving molecules. He shows that the functions of the body, especially of the nervous mechanism, and the activities of the mind, are extensively and intimately correlated. He also shows, in what manner, and to what extent such correlation exists, and proves that introspective psychology has shown its incompetency to deal with many of the most interesting enquiries which it has itself raised, but that psychology studied by the physiologicon method has already thrown a flood of light upon many dark problems of mind science. The work commences with a thorough consideration, in two hundred and thirty-six pages, of the nervous mechanism. To the five hundred and thirty-second page, the author discusses the Correlations of the Nervous Mechanism and the Mind. The remainder of the work is devoted to the discussion of the Nature of the Mind. It is impossible in a brief notice to give any adequate conception of the scientific character and practical applications of this admirable volume. In its class, it stands alone among American books. No thorough student of psychology will rest satisfied until he owns a copy of this work.

## BOOKS RECEIVED.

Elements of Physiological Psychology: A Treatise of the Activities and Nature of the Mind from the Physical and Experimental Point of View. By Geo. T. Ladd. New York: Chas. Scribner's Sons. \$4.50.

Harcourt, or A Soul Illumined. By Annie Somers Gilchrist. Philadelphia: J. B. Lippincott Co. \$1.25.

Story of Ancient Egypt. By George Rawlinson, M.D. New York: G. P. Putnam's Sons. \$1.50.

His Star in the East. A Study in the early Aryan Religions. By Leighton Park. Boston: Houghton, Mifflin & Co. \$1.50.

Worth Winning. A Novel. By Mrs. H. Lovett Cameron. Philadelphia: Lippincott Co. 50 cents.

Wee Wife. A Novel. Rosa Nouchette Carey. Phila.: Lippincott Co. 50 cents.

A Handbook to Dante. By Giovanni A. Scartozzini. Translated from the Italian with notes and additions, by Thomas Davidson. Boston: Ginn & Co.

Elementary Treatise on Determinants. By William G. Peck. Ph.D. New York: A. S. Barnes & Co.

The Eclectic Guide to Health, or Physiology and Hygiene. Cincinnati: Van Antwerp, Bragg & Co.

Scripture Readings Selected for the Use of Teachers and Schools. By E. D. Morris, D.D. Cincinnati: Van Antwerp, Bragg & Co.

Conklin's Handy Manual of Useful Information. Edition of 1887. By Prof. Geo. W. Conklin. Chicago: Geo. W. Ogilvie. 216 Lake street. 25 cents.

Rosalind. By Thomas Lodge. New York: Cassell & Co. 10<sup>th</sup> ed.

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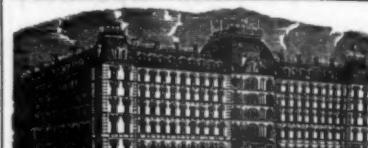
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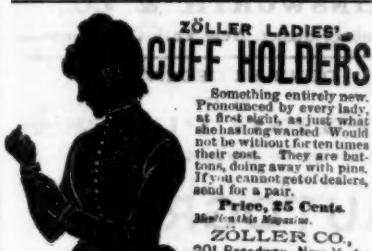
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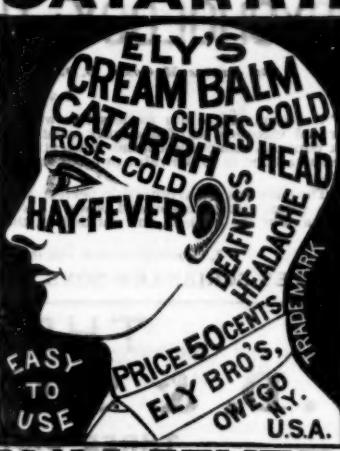
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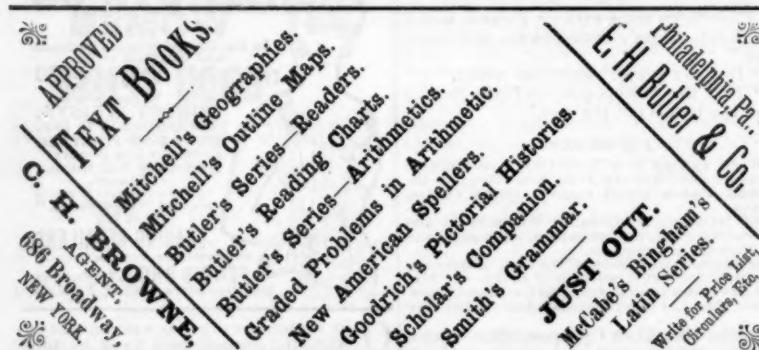
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